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ABSTRACT

A follow-up survey of 1986 graduates of Guam Community College was conducted to chart graduates' progress and to gauge the effectiveness of the college's programs. A total of 382 graduates were surveyed; 185 of them had received high school diplomas through the college-high school cooperative vocational education program. The rate of response for secondary graduates was 74 percent, 60 percent for apprenticeship and training graduates, 73 percent for postsecondary graduates, and 26 percent for adult high school graduates. The study found that the majority of the respondents were employed; respondents were generally satisfied with their current employment and were earning more than the average worker of their age or occupational group. The majority of respondents felt that the training they received from the college was a contributing factor in obtaining employment. Employers of the graduates also were pleased with their work and attitudes. Recommendations were made to update curriculum frequently, to promote student activities, to increase career counseling, and to make educators and employers in the community more aware of the benefits of the education provided by the college. (The report includes 45 tables and 6 figures; appendixes provide data collection instruments.) (KC)

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GRADUATE FOLLOW—UP AND EMPLOYER SURVEY

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1986
GRADUATE FOLLOW-UP
AND EMPLOYER SURVEY

Prepared by:

Office of the President

and

Office of the State Agency of
Vocational Education

JUNE 1987

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1986 GRADUATE FOLLOW-UP STUDY
HIGHLIGHTS

1986 GRADUATE SURVEY HIGHLIGHTS

SECONDARY GRADUATES

Seventy-eight (78) percent of the Secondary Graduate respondents were employed full-time or part-time.

Twenty (20) percent of the respondents were pursuing additional education enrolled as full-time or part-time students.

Twelve (12) percent of those respondents pursuing additional education on a full-time or part-time basis were also working on a full-time or part-time basis.

Sixteen (16) percent of the respondents were in the different branches of the Military service.

The mean hourly wage for graduates employed full-time in fields related to their training was $7.14 for males and $4.07 for females. The secondary graduate on an average earned 40 percent more per hour than the minimum wage ($3.35) in 1986 ($2.24 more).

Eighty (80) percent of the employed Secondary respondents indicated that graduation from Guam Community College was an important factor in obtaining their current jobs.

The majority of Secondary graduate respondents were working for private industry (67 percent) with only a minimal percent employed with Government of Guam (2%); Federal Government (12%); and Family Business (3%).

APPRENTICESHIP TRAINING GRADUATES

One Hundred (100) percent of the Apprenticeship respondents (Journeyworkers) were employed full-time in their trade.

All respondents indicated positive perception of their training programs. The majority of respondents indicated that their training at Guam Community College helped them in getting a job.

The mean hourly rate for Apprenticeship graduates working full-time in jobs related to their training was $7.67. This rate was slightly higher than the gross average hourly rate of $7.61 in the construction industry as indicated in the "Current Employment Report" Guam Department of Labor, Bureau of Labor Statistics (March, 1986).

The majority of Apprentice graduates were employed with private industry.

POSTSECONDARY GRADUATES

Seventy-three (73) percent of the Postsecondary DEGREE and CERTIFICATE graduate respondents were employed full-time or part-time.

None of the Postsecondary graduate respondents were in the different branches of the Military service.

The mean hourly rate of the DEGREE and CERTIFICATE graduates working full-time in jobs related to their training was $9.17.

The mean hourly rate for Criminal Justice (POLICE AND FIRE) Academy Postsecondary respondents was $7.61.

The majority of Postsecondary respondents expressed positive perceptions of their training programs.

Thirty-seven (37) percent of the Postsecondary DEGREE and CERTIFICATE graduate respondents were pursuing additional education (17 percent were enrolled as full-time students and 24 percent were enrolled as part-time students).

The majority (57 percent) of Postsecondary DEGREE and CERTIFICATE graduate respondents were employed full-time with the Government of Guam.

ADULT HIGH SCHOOL DIPLOMA GRADUATES

Sixty-nine (69) percent of the respondents of the Adult High School Diploma graduates were employed full-time.

The mean hourly rate for Adult High School graduate respondents employed full-time was $4.22. The Adult High School graduates on an average earned $ .87 per hour above the minimum wage of $3.35 in 1986.

The majority of Adult High School program respondents gave positive ratings when asked to reflect on specific aspects of their educational experiences.

Thirty-one (31) percent of the Adult High School program respondents were continuing education on a full-time or part-time basis at institutions of higher learning.

Forty-five (45) percent of Adult High School graduate respondents were working for Private Industry, 10 percent were employed with the Government of Guam, and 45 percent indicated they were full-time Military Service.

1986 EMPLOYER SURVEY HIGHLIGHTS

1986 EMPLOYER SURVEY HIGHLIGHTS

- A majority of employers rated the graduates "Very Good" or "Good" on technical knowledge necessary for their job.

- Employers felt that the graduates had the proper work attitude.

- Graduates seemed to impress employers with the quality of work they performed.

- Employers also indicated vocational graduates were better prepared than other employes in the work group who had not received specific vocational training.

- On a rating scale of one to five, five being the highest, the graduates received an overall average rating of above four in three areas: (1) Technical Knowledge, (2) Work Attitude, and (3) Work Quality.

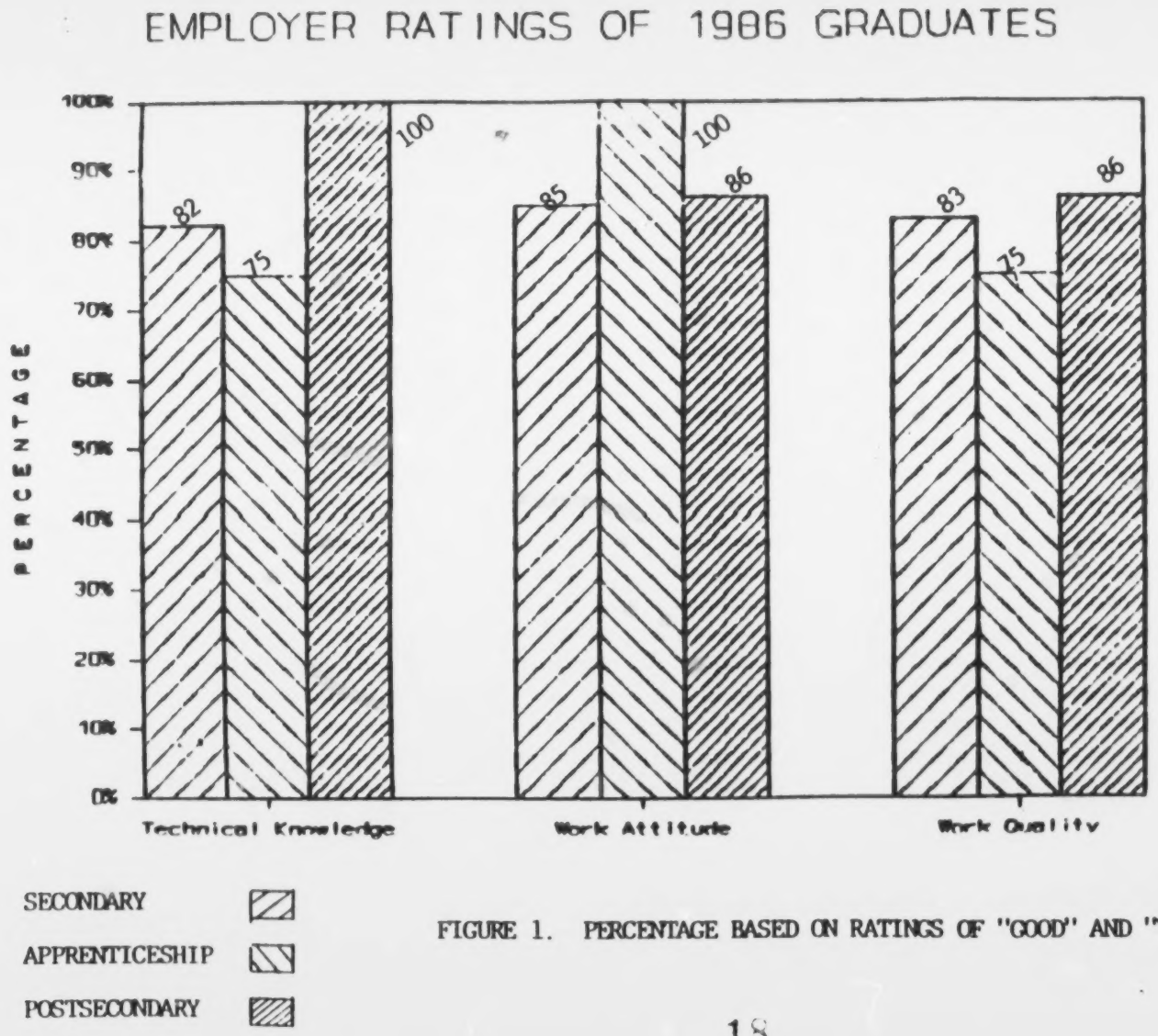

FIGURE 1. PERCENTAGE BASED ON RATINGS OF "GOOD" AND "VERY GOOD."

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GRADUATE FOLLOW-UP

1986

JUNE 1987

INTRODUCTION

A follow-up survey of vocational and technical graduates and employers of those graduates is conducted annually in compliance with both the Carl Perkins Vocational Education Act of 1984, Public Law 98-524, and the Guam Community College Act (GCCA) of 1977, Public Law 14-77.

Graduate follow-up data is important for: (1) program planning, (2) program improvement, and (3) program accountability.

The statistics in this report, with supporting tables and graphs present the findings of the survey of 1986 graduates in areas of: (1) Apprenticeship-Journeyworker Training; 2) Secondary and Postsecondary Vocational Technical Programs; (3) Adult High School Diploma Programs; (4) Certificate Programs; and (5) Police Academy Graduates.

Adult High School Diploma Program completers were included in the annual survey for the first time in 1982, and thereafter.

OBJECTIVES OF THE STUDY

Long-Term Objectives of this study are:

1. To determine the adequacy of goals and objectives of instructional programs in which former students were enrolled; and

2. To determine means by which instructional programs can better meet the needs of students as indicated in their perceptions of the curricula and programs.

Short-Term Objectives are:

1. To identify the job held by the vocational graduate and to determine if such employment was related to the individual's vocational training;

2. To identify the starting salaries and the patterns of earnings of the vocational graduate; and

3. To gather information indicating the effectiveness of student preparation for employment.

METHODS AND PROCEDURES

The survey instrument used in this year's follow-up survey was basically the same as those used in previous surveys. Only minor modifications and improvements in layout have been made since the instrument was developed, pilot tested and reviewed for validity and reliability.

Survey forms were mailed to graduates during the second week of January. A cover letter from the Provost of the College, along with a self-addressed stamped envelope were sent with the survey questionnaire (Appendix A). A follow-up mailing was sent out in February to graduates who did not respond or who had not received their first notice. Follow-up by telephone was done two weeks after sending out the second mailing for those students whose telephone numbers were available. In some cases, survey questionnaires were filled out through responses of graduates by phone. The first mailing yielded about 35% returns.

Faculty members were contacted to seek assistance in locating 1986 graduates. As a result, places of employment were contacted.

Village Commissioners were used as contact persons to locate former students whose addresses had changed. Some survey instruments were hand delivered to persons whose mail could not be delivered by the postal service.

Information pertaining to graduates of the Apprenticeship Training Program was obtained from Employment Development Workers (EDW's) of the Guam Community College Apprenticeship Division.

Letters from the President requesting information on Guam Community College graduates who had been recruited into military service were hand delivered to the offices in charge of recruiting stations for the five branches of the U. S. Armed Forces.

Information pertaining to Cooperative Education (C.E.) trainees were provided by the C. E. Coordinator at Guam Community College Placement Center.

Information pertaining to Police Cycle and Fire Cycle graduates was provided by the Criminal Justice Academy, Guam Community College. Further follow-up on these same graduates was channeled to the Guam Fire Department and Guam Police Department.

The Guam Community College Registrar's Office provided information on secondary and postsecondary graduates.

GENERAL CHARACTERISTICS OF GRADUATES

A total of 382 graduates were surveyed. One Hundred eighty-five (185) received High School diplomas; 5 Apprentices received Journeyworker Certificates, 5 A.A. Degrees; 39 A.S. Degrees; 7 Certificates; and 62 received Adult High School Diplomas. TABLE I indicates the distribution of the graduates by sex and vocational education program.

The Criminal Justice Academy conducted the 26th Police Cycle and the 8th Fire Cycle in 1986.

Five (5) graduates from the Apprenticeship Training Program received their Journeyworker Certificates in four occupational areas. Apprentice Program Graduatres of 1986, completed the following program areas: Two (2) in Automotive Mechanic; One (1) in Electrician (Wire Installer); and One (1) in Welding

The postsecondary program awarded 44 Associate Degrees, and 7 Certificates. Five (5) students received Associate of Arts Degrees in Office Administration (4 with emphasis in Secretarial Studies, 1 with emphasis in Clerical Studies) 39 students received Associate of Science Degrees (7 in Administration of Criminal Justice, 8 in Law Enforcement Administration, 2 in Fire Service Administration, 1 in Civil Engineering Technology (Public Works), 5 in Electronic Engineering Technology, 4 in Hotel Operations, 4 in Retailing and Marketing, and 8 in Computer Science. Seven (7) students received Certificates (3 in Clerical Studies, 2 in Electronic Engineering Technology, and 2 in Accounting Clerk.

One Hundred Eighty-five (185) Secondary students were awarded High School Diplomas with specialization in 16 vocational education programs. Vocational High School graduates completed a planned sequence of activities designed to meet the High School Diploma requirements and an occupational objective which purports to teach entry-level skills.

It is interesting to note the achievement of Special Education students. Eighteen (18) "Special Needs" students graduated from 8 program areas: Auto Body and Fender (2 male), Automotive Mechanics (1 male), Building Construction (5 male), Food Service (2 male/2 female), Graphic Arts (1 male), Business Office Occupations (2 female), Welding (1 male), and Cosmetology (2 female).

Efforts to overcome sex stereo-typing in vocational education remain nearly the same. In this 1986 graduating group, 62% of the total graduates were male, and in 1985, the ratio was nearly the same with 60% male/40% female. In 1984, 49% of the graduates were female, showing a 29% increase from 38% female graduates in 1983; in 1982, 33%; in 1981, 38% and in 1980, 33%.

Secondary graduates from the Guam Community College have not made a significant break from sex stereo-typed occupations which have been traditonally held by males/females. Reference to TABLE I shows that the bulk of females acquired training in Office Administration, Clerical, Distributive Education, Graphic Arts and Secretarial areas of study; the bulk of males were in program areas of Criminal Justice, Technical Electronics, Building Construction, Heavy Equipment, and Automotive Mechanics. Participation in non-traditional male/female occupations has been minimal.

FINDINGS

1986 SECONDARY GRADUATES

General Characteristics of Respondents

This report includes data from 137 respondents of the 185 members of the graduating class of 1986. The rate of response was 74 percent. Of the respondents, 55 percent were male, and 45 percent were female. Sixty-nine (69) percent of the respondents were Chamorro, (40 percent male, 29 percent female); 16 percent were Filipino (8 percent male, 8 percent female); 7 percent White nonHispanic (15 percent male, 2 percent female); 1 percent Hispanic (female); percent Black (male), and 4 percent other Asians (3% 3 Male; 1 percent Micronesian female).

General Requirements for Secondary (VHS) Graduates

The Vocational High School (VHS) Program of Guam Community College is designed to provide students with job entry occupational skills while earning a high school diploma; the VHS Program is a 3-Year Program.

Students enter their vocational training during their sophomore year and generally remain in their selected shop area for the duration of their vocational-technical training.

Present Activities of Respondents

Seventy-eight (78) percent of the respondents were employed. As TABLE 2 indicates, of the respondents, 68 percent were employed full-time, and 10 percent were working part-time.

Sixteen (16) percent of the respondents were in the different branches of the Military Service.

Twenty (20) percent of the respondents were pursuing additional education. As shown in TABLE 2, 14 percent of the respondents were full-time students, and 6 percent were pursuing additional education as part-time students.

Employment Sector

The graduates sought and found employment in different sections of the economy. TABLE 3 contains the number and percentages of graduates by place of employment for respondents employed full-time and part-time. Seventy-eight (78) percent of all respondents were gainfully employed.

The private sector provided more jobs for the respondents than any other category. Sixty-three (63) percent of the employed respondents were in private industry.

The different branches of the military account for the employment of 16 percent of the respondents who were working either full-time or part-time.

The Federal government employed 12 percent, Government of Guam 2 percent and 3 percent worked in a family business.

Employment Patterns

The identification of employment was accomplished by examining employment data, earnings, and related variables associated with vocational training for graduates of vocational programs.

Twelve (12) percent of the respondents attending college either on a full-time or part-time basis were also employed.

TABLE 4 presents a distribution of respondents by employment and by instructional program.

Job Relatedness

Data were collected to determine whether vocational graduates were employed in the occupations for which they were trained. The graduates were asked to indicate if they were employed: (1) In the occupations directly or closely related to their field of vocational training, or (2) In occupations which were remotely related to their training, or (3) In occupations which were not related at all to their training. They were also asked to indicate their position title and briefly describe their duties and responsibilities.

Earnings for Secondary Graduates

The hourly wage for secondary education completers employed full-time in their field of training averaged $7.14 for males and $4.07 for females, or an average of $5.59 for both groups. Compared to the minimum wage of $3.35 in 1986, the secondary graduate, on an average earned $2.24 (40 percent) per hour more than the minimum wage.

Of those respondents working full-time in a related field, Building Construction reported the highest hourly wage ($20.00) with Technical Electronics next ($8.21), and Building Construction third highest ($7.87).

Comparisons of earnings were made between those vocational graduates who were employed in jobs related to their training and those who were employed in non-related positions.

TABLE 5 reports a comparison of the mean salaries earned by graduates in related and non-related jobs. The mean salary of graduates employed full-time in related areas for both males and

TABLE 1

DISTRIBUTION OF GRADUATES BY REGULAR PROGRAM AND SEX
SCHOOL YEAR 1985-1986.

INSTRUCTIONAL DIVISION/PROGRAM	NO. OF GRADUATES BY SEX MALE	FEMALE	TOTAL
VOCATIONAL HIGH SCHOOL			
Accounting	2	9	11
Air Cond./Refrigeration	9	2	11
Auto Mechanics	15	0	15
Auto Body Repair	7	0	7
Building Construction	21	0	21
Office Business Occupations	0	2	2
Clerical	0	12	12
Computer Science	8	12	20
Cosmetology	0	9	9
Distributive Education	3	17	20
Drafting	7	1	8
Food Services	3	3	6
Graphic Arts	10	7	17
Secretarial	0	7	7
Technical Electronics	14	0	14
Welding	5	0	5
Sub-Total	104	81	185
APPRENTICESHIP TRAINING			
Auto-Mechanics	2	0	2
Welding	1	0	1
Truck/Krane Operator	1	0	1
Electrician/Wire Installer	1	0	1
Sub-Total	5	0	5

TABLE 1 (Continued)

DISTRIBUTION OF GRADUATES BY REGULAR PROGRAM AND SEX
SCHOOL YEAR 1985-1986.

INSTRUCTIONAL DIVISION/PROGRAM	NO. OF GRADUATES BY SEX MALE	FEMALE	TOTAL
SECONDARY VOCATIONAL TECHNICAL			
Associate of Arts Degree			
Office Administration			
Secretarial Studies	0	4	4
Clerical Studies	1	0	1
Associate of Science			
Admin. of Criminal Justice	4	3	7
Law Enforcement Administration	7	1	8
Fire Service Administration	2	0	2
Civil Engineering Technology (Public Works)	1	0	1
Electronic Engineering Technology	5	0	5
Hotel Operations	2	2	4
Retailing and Marketing	1	3	4
Computer Science	5	3	8
Sub-Total	28	16	44
CERTIFICATES			
Clerical Studies	0	3	3
Electronic Engineering Tech.	2	0	2
Accounting Clerk	1	1	2
Sub-Total	3	4	7
CRIMINAL JUSTICE ACADEMY (POLICE & FIRE)			
26th Police Cycle	37	3	40
8th Fire Cycle	21	0	21
TOTAL (POLICE & FIRE):	58	3	61
ADULT HIGH SCHOOL DIPLOMA			
Certificate of Completion	26	36	62
TOTAL	224	140	364
Percent of Total	62%	38%	100%

females was $5.59 as compared to $4.47 for those employed in non-related jobs.

For respondents working part-time in related and unrelated areas, the mean salaries were $3.55 and $6.68 respectively.

Earnings for those graduates who joined the Military Service were not included.

Job Preparation

The respondents consistently indicated general satisfaction with their school experiences. Eighty (80) percent of the employed respondents felt that graduation from the Guam Community College was an important factor in obtaining their current jobs.

TABLE 2

PRESENT ACTIVITIES OF RESPONDENTS
1986 SECONDARY GRADUATES

	FULL-TIME STUDENT		PART-TIME STUDENT		NOT IN SCHOOL		MILITARY SERVICE		TOTAL	
	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT
Working Full-Time	1	1%	6	4%	65	4%	22	16%	94	68%
WORKING Part-Time	7	5%	2	2%	4	3%	--	--	13	10%
Not Working	11	8%	0	--	19	14%	--	--	30	22%
Total	19	14%	8	6%	88	64%	22	16%	137	100%

TABLE 3

NUMBER AND PERCENTAGE OF SECONDARY EMPLOYED RESPONDENTS
BY PLACE OF EMPLOYMENT

1986 GRADUATES

PLACE OF EMPLOYMENT	STUDENTS WORKING NUMBER	PERCENT
Family Business	3	3%
Federal Government	13	12%
Government of Guam	2	2%
Military Service	22	20%
Private Industry	67	63%
Total	107	100%

TABLE 4

VOCATIONAL PROGRAM SUMMARY
FOR 1986
SECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	TOTAL COMPLETERS	TOTAL RESPONDENTS	MILITARY SERVICE FULL-TIME	EMPLOYED RELATED TO TRAINING	EMPLOYED IN A FIELD NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION	PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING NOT IN THE LABOR FORCE OR UNEMPLOYED	UNEMPLOYED (SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION)	NOT IN THE LABOR FORCE AND NOT PURSUING ADDITIONAL EDUCATION	STATUS UNKNOWN
ACCOUNTING	11	9	0	5	1	2	1	0	2
AIR CONDITIONING REFRIGERATION	11	3	2	1	1	0	1	0	6
AUTOMOTIVE MECHANIC	15	11	2	4	4	0	2	1	2
BODY & FENDER	7	4	1	2	0		2		2
BUILDING CONSTRUCTION	21	13	2	9	2		2		6
BUSINESS OFFICE OCCUPATIONS	2	2	0	1	0	1	0	0	0
CLERICAL	12	10	0	5		1			2
COMPUTER SCIENCE	20	13	5	6	3	3	0	1	2
COSMETOLOGY	9	6	0	0	3	2	1		3
DISTRIBUTIVE EDUCATION	20	11	0	9	0	1	1	0	9
DRAFTING	8	5	2	3	1	0	1	0	1
FOOD SERVICES	6	2	0	1	1	0			4
GRAPHIC ARTS	17	11	1	3	8	1			5

TABLE 4 (Continued)

VOCATIONAL PROGRAM SUMMARY
FOR 1986
SECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	TOTAL COM-PLETERS	TOTAL RESPON-DENTS	MILITARY SERVICE FULL-TIME	EMPLOYED RELATED TO TRAINING	EMPLOYED IN A FIELD NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION	PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING NOT IN THE LABOR FORCE OR UN-EMPLOYED	UNEMPLOYED (SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION)	NOT IN THE LABOR FORCE AND NOT PUR-SUING ADDI-TIONAL EDUCA-TION	STATUS UNKNOWN
SECRETARIAL	7	6	0	5		1		0	1
TECHNICAL ELECTRONICS	14	7	6	4	1		2	0	1
WELDING	5	2	1	0	2		0	0	2
TOTAL	185	115	22	58 1/	30 2/	12	13	2	48

1/ Includes part-time employees.
2/ Includes part-time employees.

137 Total Responses = 74% Response Rate
9% Unemployed of those who responded

TABLE 5

MEAN HOURLY SALARY OF 1986 SECONDARY GRADUATES
BY INSTRUCTIONAL PROGRAM

INSTRUCTIONAL PROGRAM	FULL-TIME				PART-TIME			
	RELATED		NOT RELATED		RELATED		NOT RELATED	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
ACCOUNTING	$3.75(1)	$4.00(2)	--	--	--	--	--	--
AIR CONDITIONING REFRIGERATION	$5.95(1)	--	$4.54(1)	--	--	--	--	--
AUTOMOTIVE MECHANIC	$20.00(1)	--	$3.75(2)	--	--	--	--	--
BODY & FENDER	--	--	--	--	--	--	--	--
BUILDING CONSTRUCTION	$6.75(4)	--	$3.35(1)	--	--	--	--	--
BUSINESS OFFICE OCCUPATIONS	--	--	--	--	--	--	---	---
CLERICAL	--	$3.86(2)	--	--	--	--	--	$10.00(1)
COMPUTER SCIENCE	--	$4.00(2)	--	--	--	--	--	--
COSMETOLOGY	--	--	--	--	--	--	--	$ 3.35(1)
DISTRIBUTIVE EDUCATION	--	$3.68(2)	--	--	$3.75(1)	$3.48(3)	--	--

TABLE 5 (Continued)

MEAN HOURLY SALARY OF 1986 SECONDARY GRADUATES
BY INSTRUCTIONAL PROGRAM

INSTRUCTIONAL PROGRAM	FULL-TIME RELATED MALE	FULL-TIME RELATED FEMALE	FULL-TIME NOT RELATED MALE	FULL-TIME NOT RELATED FEMALE	PART-TIME RELATED MALE	PART-TIME RELATED FEMALE	PART-TIME NOT RELATED MALE	PART-TIME NOT RELATED FEMALE
DRAFTING	$5.00(1)	$4.40(1)	--	--	--	--	--	--
FOOD SERVICES	--	--	$3.65(1)	--	--	--	--	--
GRAPHIC ARTS	--	--	--	--	--	--	--	--
SECRETARIAL	--	$4.30(3)	--	--	--	--	--	--
TECHNICAL ELECTRONICS	$6.01(4)	--	$7.78(1)	--	--	--	$5.17(1)	--
WELDING	--	--	$4.50(1)	--	--	--	--	--
MEAN (ALL PROGRAMS	$7.14(12)	$4.07(12)	$4.47(7)	--	$3.75(1)	$3.48(3)	--	$3.35(1)
MEAN (MALE & FEMALE)	$5.59(24)		$4.47(7)		$3.55(4)		$6.68(2)	

NOTE: Number in parenthesis indicates number of responses in each cell.

TABLE 6

1986 SECONDARY GRADUATES' PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	11%	28%	20%	41%	100%
2. Use of tools and equipment	9%	22%	24%	45%	90%
3. Use of safety devices and safety measures	5%	5%	34%	56%	100%
4. Communication skills (reading and writing)	2%	13%	26%	59%	100%
5. Mathematics skills	7%	6%	28%	59%	100%
6. Planning and organizing work and time	2%	2%	27%	69%	100%
7. Getting along with others	--	2%	19%	79%	100%
8. Thinking through problems, making judgments and decisions	4%	4%	35%	57%	100%
TOTAL	5%	10%	27%	58%	100%

TABLE 7

1986 SECONDARY GRADUATES' PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY BY INSTRUCTIONAL PROGRAM

INSTRUCTIONAL PROGRAM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
Accounting	--	--	17%	83%	100%
Air Conditioning/ Refrigeration	--	6%	31%	63%	100%
Automotive Mechanic	--	6%	44%	50%	100%
Body and Fender	--	12.5%	12.5%	75%	100%
Bldg. Construction	2%	16%	18%	64%	100%
Business Office Occupations	2%	14%	21%	63%	100%
Clerical	3%	10%	35%	52%	100%
Computer Science	6%	6%	--	88%	100%
Cosmetology	37%	37%	26%	--	100%
Distributive Education	7%	13%	15%	65%	100%
Drafting	--	18%	38%	44%	100%
Food Services	87%	--	13%	--	100%
Graphic Arts	10%	7%	28%	55%	100%
Secretarial	--	--	--	100%	100%
Technical Electronics	10%	10%	57%	23%	100%
Welding	13%	6%	56%	25%	100%
TOTAL	5%	10%	27%	58%	100%

The general satisfaction was also apparent when considering the quality of training in specific areas of their program (TABLE 6). Positive ratings given by graduates were reflected in all aspects of their educational experiences. The three items identified as most helpful to respondents were: (1) Getting along with others, (2) Planning and organizing work and time and (3) Mathematic skills.

Cross tabulation of instructional programs and general rating of vocational education experiences revealed that the majority of respondents believed they were well prepared for current occupations (TABLE 7).

Job Satisfaction

Item 12 on the follow-up questionnaire asked graduates to state whether they were satisfied with their present jobs. Of those employed respondents who answered this, 72 percent gave positive responses.

It is noted that some respondents may consider their first jobs as entry-level and plan to pursue advancement through experience and educational endeavors.

Continuing Education

As shown in TABLE 2, 27 (20 percent) of the secondary respondents reported they were continuing education either on a full-time or part-time basis. This percentage does not include those attending school as part of their Military training. It does indicate, however, a good number of students pursuing their education on the post-secondary level.

Of the 27 graduates who were continuing education, 9 (37 percent) were working part-time and 7 (5 percent) were working full-time while attending full-time or part-time classes at an accredited college or university.

Respondents continuing education were enrolled at the following educational institutions: 7 (26 percent), at Guam Community College, 9 (33 percent) at the University of Guam, 7 (26 percent) at off-island educational institutions in the U.S. Mainland. Four (15 percent) did not indicate where they were attending classes.

Unemployment

Nine (9) percent of the respondents were unemployed (TABLE 4). This rate was below the 16.0 unemployment rate attributed to that age group by the Bureau of Labor Statistics, Guam Department of Labor, September, 1986.

Cooperative Education

The graduates were asked if they had participated in a Cooperative Education Training Program during their secondary vocational training at the Guam Community college, and if the CE experience helped them find a job. Of those who responded to this portion of the questionnaire, 72 percent answered "yes" and 28 percent answered "no." It is noted that a good number of respondents failed to answer this portion of the questionnaire. Only 17 respondents indicated that they were not in the Cooperative Education Program. Out of 6 Vocational High School Programs, all program areas had secondary students participating in Cooperative Education (TABLE 8). Of the 147 Cooperative Education Program participants, 8 (12% percent) were "special needs" students.

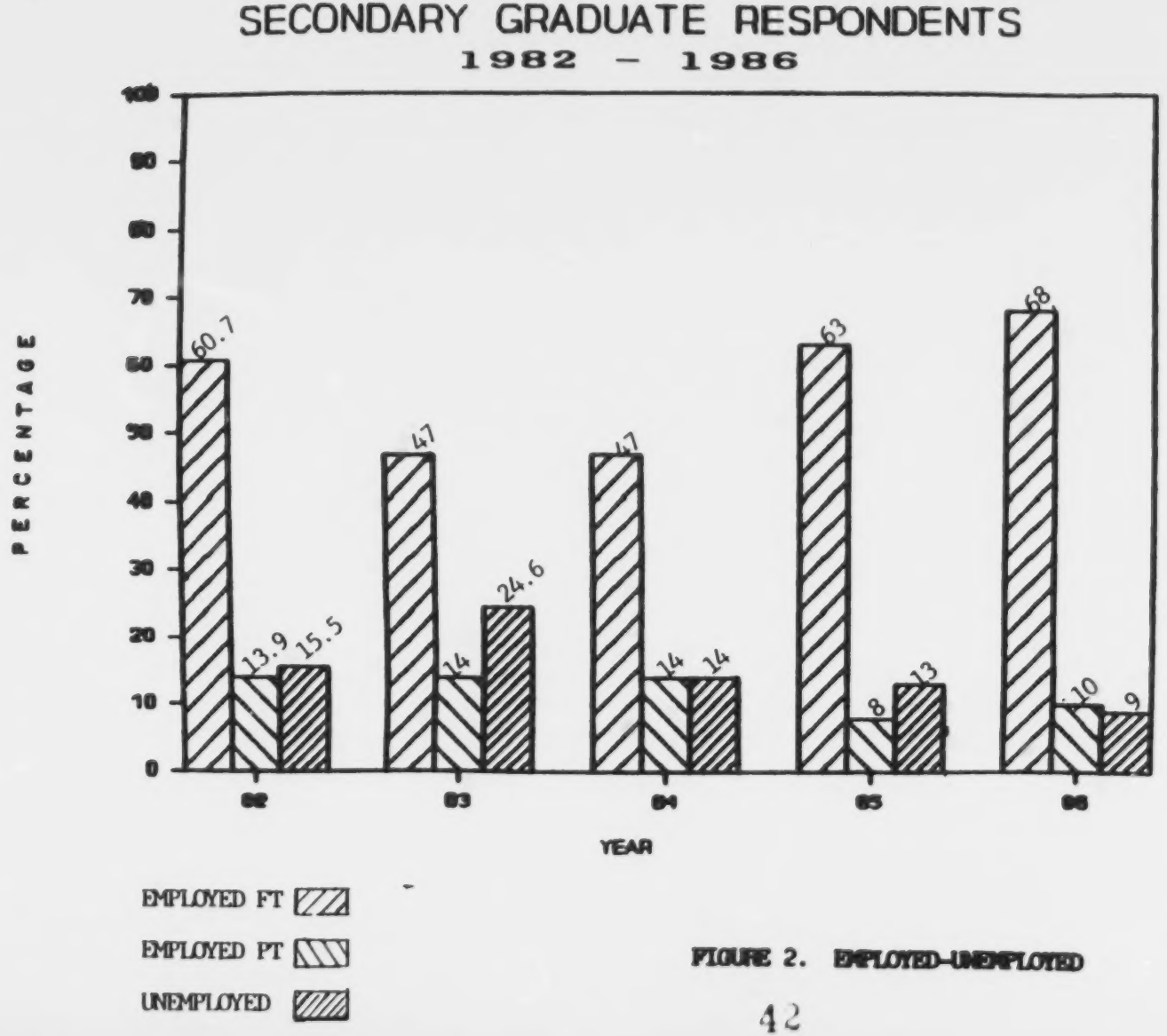

FIGURE 2. EMPLOYED-UNEMPLOYED

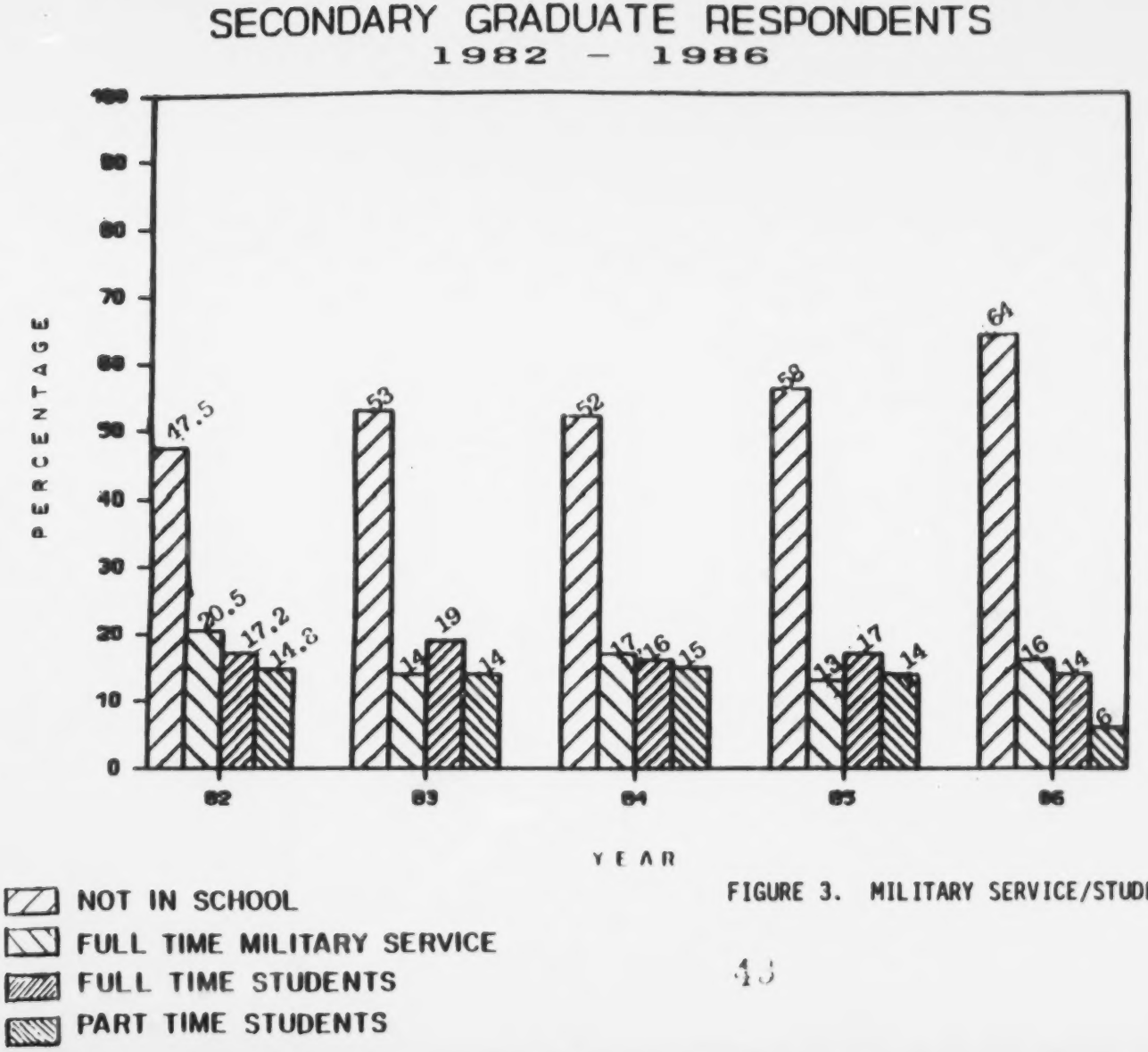

FIGURE 3. MILITARY SERVICE/STUDENT STATUS

TABLE 8

COOPERATIVE EDUCATION PROGRAM PARTICIPANTS
SCHOOL YEAR 1985-86, SECONDARY LEVEL

INSTRUCTIONAL PROGRAM	NUMBER OF STUDENTS
Accounting/Business Office Occupations	21
Air Conditioning/Refrigeration	5
Automotive Mechanic	19
Body and Fender	7
Carpentry/Masonry	2
Clerical	11
Computer Science	3
Food Service	5
Distributive Education	15
Drafting	3
Graphic Arts	5
Secretarial	15
Technical Electronics	25
Upholstery	2
Welding	9
TOTAL	147

COMMENTS AND RECOMMENDATIONS

Students were asked to give comments and recommendations on what additional skills, activities, or courses could be of value in their present job or schooling and whether they had any comments or recommendations in general about the school/training. The following responses were given:

Accounting

1. Computer related skills and more sensative instructors are really needed.

2. There was a lot of focus on student problems through school associations.

3. Personal interactions and understanding between institution staff members and students should be accelerated and complemented.

4. I would recommend for high school students to test out in order to attend Co-op. Some students just do not really understand the working field. Is it possible to have fellow GCC graduates work with Co-op students?

5. The accounting students should take more computer courses than computer literacy alone. The majority of my work is done with a computer. What I learned at school was helpful for me, but I still have more to learn and so will the other students.

6. The teachers were very nice and helpful, especially Mrs. B. McCorkle.

7. Keep up the good work and keep those students working toward their future goals.

8. I didn't have much learning experience in accounting basically because I only had real accounting courses for a year and a half. The students need more than a year and a half for accounting. It's a hard trade and it requires a long time to really get into it.

Air Conditioning/Refrigeration

1. It was thorough, but my job doesn't pertain to refrigeration.

2. They should concentrate more on electrical wiring in air conditioning and refrigeration. Plumbing skills are also needed and more trouble shooting.

3. We learn the basics and the theory which helped a lot.

Auto Mechanics

1. I think I was sent out on C.E. too early. I never got enough training in my shop to really make it as a mechanic. Maybe if I was sent to another employer I would have got better on-the-job training. Safety inspection is not what I call on the job training, it only took me two weeks to learn what I had to do on that job and I stayed there part of my junior year and my whole senior year. All that time and I could have learned more in shop.

2. More variety in skills. Engine rebuilding and can air conditioning should be offered. More high tech should be taught.

3. More up-to-date information in all the shop classes and teachers who want to teach.

Auto Body Repair

1. GCC is fairly a good school especially for the trade areas that are offered. The cooperated education program that is offered is also good. Heavy equipment shop should be offered every year though!

2. It was pretty good. I'm looking for a job in auto body repair.

3. GCC was exciting - I love auto body work. GCC taught me a lot about working with other people and mainly on how to be organized.

Building Construction

1. Recommend that the school train students more on the trades before being recommended to the C.E. office/before going on O.J.T.

2. Instead of sitting down and studying or reading about your shop, I feel hands-on training is more helpful.

3. It would have been more valuable to me if the instructors were better organized, meaning that I did not receive the proper materials for my shop (Books and Tools).

4. My opinion is that the training really prepared me for the future. I probably knew more about what was going on around me than most people.

5. Although the training I received at GCC is not helpfull

in my present job, it does help me when doing fix-up at home or elsewhere I feel with the training I received, I could get it better job in the future. Thank you for a job well done.

6. GCC was a good School - I learned a lot but would rather have been under heavy equipment.

7. GCC was a good school - I learned a lot about getting along with people.

8. The GCC taught me a lot and was the reason I got this job. If think this area was one of the most organized areas they offered at GCC. We had a lot of individual projects for on-hands training.

9. The brick laying-apprentice teacher was no good, for evening college courses. The best qualified teachers should be in those classrooms.

Office Business Occupations

1. I think that the school has everything to build skills that a person would need and I think that the school should always stay together because it's a good trade for everybody.

Computer Science

1. GCC was really a good school to have been to. Here in the college I am attending in the U.S. Mainland, I can use the knowledge of that certain training I had to make it easier to learn other things of that field.

2. The GCC High School has taught me a lot especially about computers. It will also be helpful as a background for a job I will look for. I will also be continuing my education at GCC in the fall of 87.

3. At the time of my computer science training, there were no PC's being used with the IBM older model. The isntructors should make it mandatory to acquire knowledge of boty types of computers by including an additional course with PC's (since many business use these). Now they have installed Zenith PC'S which improves the variety and allows students to become more flexible. Other than that, GCC has been a great experience for me.

4. Offer more challenging or higher-leveled academic courses for students who wish to get ahead.

5. Additional skills in use of calculating machines would have been helpful to me.

6. I believe all the courses which I took at GCC have helped me. I was also actively involved in the student government all three years at GCC and I feel that helped me develop a good sense of responsibility.

Clerical

1. The training and teachers were good. It taught me a trade.

2. Include shorthand and telex training.

3. At my present job, they recommend shorthand.

4. The courses I took were great.

5. There should be a course to include generally how to fill out income tax forms.

6. The cooperative education program was very helpful. I encourage other young people to attend GCC.

7. The courses which I took under clerical have been very useful and valuable for me in seeking employment. Such courses were: tying, calculating machines and recordkeeping.

Cosmetology

1. I am more interested in going into drafting.

2. Additional courses to include calculus and more business should be added.

3. The course I took in cosmetology didn't really help since I am working in the clerical field now. I needed more exposure to the world of work.

Drafting

1. I would have benefited from courses in construction and in computer exposure. More architectural firms are now using a computer called "Autocadd." I feel that the students taking drafting should have a required basic course in computers.

2. Using a computer and knowing the current procedures of drafting should be added.

3. I would like to thank Mr. Eaton for a job well done in teaching me the things I needed to know.

Distributive Education

1. The course in math should be more advanced. It is only one credit and I feel this requirement is inadequate...leaves the student with a lack of math skills needed on the job later on.

2. The courses I took at GCC helped me very much, especially in the world of work. GCC Prepared me for the unexpected.

3. I am so glad that I attended GCC because it has given me the opportunity to go out on the job and show what I learned in the three years I was there.

4. What is needed is having better human relations to understand others and know how to handle problems.

5. I am very thankful that I accepted the Vocational Program. It helped me a great deal in finding a good career choice.

6. The training was complete and taught everything I needed to know for the job.

7. I feel that I've had a very complete course in the distributive education field.

8. I suggest that the human relations course required of MDE students should be made a prerequisite for graduation for all students. It's valuable information that all vocational students should know.

9. Additional courses should include higher-level English classes, better teachers especially in English, teachers with higher-level motivation, and better preparation for college.

10. I wish the teachers were harder so I could have gotten more out of the class. The marketing program is excellent -- really helped prepare me for a job.

11. I would like to learn more about how to open and manage a business of your own.

12. During the three years I attended GCC, I gained valuable knowledge intellectually and well as physical (through sports for example). However, it was the faculty and administrators who allowed me to get a good education at GCC--thank you very much!

13. There should be more concentration on the math department.

14. I believe that overall, my education at GCC helped me not only professionally, but on my total outlook on life.

Food Service

1. GCC should have more training for the handicapped so that jobs may be available after graduation.

Graphic Arts

1. The training I received at GCC was the best there ever could be. To me, GCC will always be the best school there is.

2. Although my present job has nothing to do with my vocational training at GCC, I have to admit that through GCC, I have gained many other qualities that have been helpful in my finding a job. One of the greatest things about GCC is that they teach the students to continue to strive for success and do their best. I carry with me everything I've learned at GCC as I go on to pursue my education.

3. So you ask for my recommendation -- well, I recommend you keep up the great work because who knows, one day the Island might be run by GCC graduates!

4. Everything I learned in graphic arts was useful when I was employed. The difference is doing business with more people and doing business with rival campanies.

5. The graphic arts program should be continued to help train students for the job; it will also help them if they decide to continue their education.

Secretarial

1. No additional skills are needed to add to what I have been taught. I learned a lot and I am applying it usefully.

2. Without the great teachers and staff at GCC, I would never have gotten to where I am now. I would also like to thank Mrs. Cooper-Nurse from C.E.

   Guam Community College is the best school that I have attended. It has made six of my brothers successful in their job training and two of my sisters the best secretaries around. I owe you Mr. Nelson and the staff a big thank you.

3. GCC has two great people under Cooperative Education: Mrs. McCorkle and Mrs. Cooper-Nurse. I'm greatful to have been introduced to CE. I feel that the high school should be supported.

Technical Electronics

1. Thank you. GCC was most helpful in developing not only a productive state of mind for me, but it has helped me to be a better person.

2. Its very good. I'm very interested in making electronic music circuits.

3. Mr. Hill was extremely instrumental in helping me get a job.

4. Employ more qualified teachers.

5. I liked GCC a whole lot. It helps people get a job.

6. GCC helped me out especially due to the world of work course I took.

7. Courses should be more thorough in improving students' enthusiasm for work.

8. Add a course in diesel mechanics to keep up with the pace of trucks and tractors and cars that now have diesel engins.

9. A necessary course would be in blueprint reading (during the evening at a postsecondary level).

Welding

1. I like welding and hope that I can get back into it. I liked my teachers a lot. Whenever I see them now, they talk to me and try to help me.

2. I lost my apprenticeship course because of going back for training and that's not fair. I was hoping to still have my job when I come back.

3. Additional courses should be offered in blueprint reading.

A FIVE-YEAR PERSPECTIVE

SECONDARY GRADUATES

1982 - 1986

The survey instrument used each year is essentially the same. Comparisons of the various items presented have been made in order to make a study of emerging trends. Some patterns have emerged in areas of students' perceptions of their training, unemployment, and continuing education as shown in FIGURES 2 and 3 and in TABLES 9 and 10.

The percentage of employed graduates for each of the last seven years is shown in figure 3. There was a noticeable decline in 1983 in the number of employed graduates, which showed that respondents employed full-time decreased 23 percent from the previous year. In the 1984 follow-up study, 56 percent of employed respondents were employed full-time, an increase of 16 percent over the pervious year and the 1985 study resulted an even higher percentage (63%) employed full-time. In this study of 1986 graduates, 68 percent of the respondents were employed full-time.

In 1981, and 1982, about three-fourths of the graduate respondents were employed (full-time and part-time combined). In 1983, the percentage of the total respondents who were employed full-time and part-time declined to 61 percent. In 1984, the percentage for respondents employed full-time and part-time combined was almost the same (60 percent). However, of that same group, a higher percentage were employed full-time (56 percent). The 1985 study resulted an increase of 71% as shown in FIGURE 2, and in the 1986 graduate study, 78% were employed full-time and part-time.

Unemployment among vocational respondents has remained low; and does indeed justify vocational education training efforts (FIGURE 2 and TABLE 4). It is noteworthy to mention that with decrease of unemployment seen in 1983, the number of students continuing education in that same year increased to 33 percent of the total number of respondents. Twenty-three (23) percent of the respondents were unemployed in 1983 and only 14 percent in 1984, (a decrease of 39 percent). The 1985 study resulted consistent findings; 13 percent were unemployed. This year's follow up resulted an even lower 9% unemployment rate among the respondents.

The number of respondents who joined the Military service was 29 percent in 1981, 21 percent in 1982, 14 percent in 1983, and 17 percent in 1984 and 13 percent in 1985 (FIGURE 2). Those in the Military service are counted in the category of employed full-time. In the 1986 study, 16 percent were in full-time Military Service.

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The number of respondents continuing their education has remained fairly constant. In 1981, over 25 percent of the respondents were enrolled in school either on a full-time or part-time basis. In 1982, over 32 percent (a 7 percent increase) of the secondary respondents were enrolled either on a full-time or part-time basis. In 1983, 33 percent of the respondents were enrolled in school either on a full-time or part-time basis; in 1984, 33 percent of the respondents continuing education, and in 1985 there was little change with 31 percent continuing education on a full-time or part-time basis.. There is a slight decline in the no. for 1986 graduate respondents with only 20% reported to be continuing their education on a full-time or part-time basis.(FIGURE 2).

FIGURES 2 and 3 provide an overview of all 5 years; 1982 through 1986.

Salaries earned by respondents who were employed full-time show slight yearly increases from 1981 to 1982. The mean average salary of graduates working full-time in fields related to their program of study was $4.50 in 1984, an increase of - percent from 1983. Over the past five years, the mean average hourly rate was as follows: $4.41 in 1981, $4.50 in 1982 (an increase of 2 percent), $4.31 in 1983 (a decrease of 4 percent), $4.50 in 1984 (an increase of 4 percent) $4.66 in 1985 (an increase of 4 percent), and 5.59 in 1986 (an increase of 20 percent).(TABLE 9).

The quality and adequacy of their vocational programs were highly rated by the respondents (TABLE 10). Respondents perceived different aspects of their training as either "Helpful" or "Very Helpful" as shown in TABLE 10, for 1982 through 1986.

TABLE 9

MEAN HOURLY SALARY OF SECONDARY GRADUATES WORKING FULL-TIME
IN RELATED OCCUPATIONS BY PROGRAM
1982 - 1986

INSTRUCTIONAL PROGRAM	1982 MEAN HOURLY NO.	SALARY	1983 MEAN HOURLY NO.	SALARY	1984 MEAN HOURLY NO.	SALARY	1985 MEAN HOURLY NO.	SALARY	1986 MEAN HOURLY NO.	SALARY
Accounting	1	$3.63	4	$4.72	3	$4.34	8	$4.97	3	$3.92
Air Conditioning/Refrig.	-	--	-	--	-	--	5	$6.24	1	$5.95
Automotive Mechanics	5	4.37	5	4.99	3	3.99	7	$3.45	1	$20.00
Body & Fender	1	4.47	2	3.93	-	--	2	$4.25	-	--
Building Construction	1	6.12	2	4.13	3	5.30	4	$7.28	4	$6.75
Bldg. Maint.	-	--	-	--	-	--	-	--	-	--
Business Office Occupations	-	--	-	--	3	4.16	2	$3.75	-	--
Clerical	8	3.70	12	4.32	16	4.21	7	$5.05	2	$3.86
Computer Science	3	3.96	4	3.72	-	--	11	$4.23	2	$4.00
Cosmetology		--	-	--	-	--	2	$4.50	-	--
Distributive Education	2	3.83	4	3.53	3	3.60	12	$4.02	2	$3.68

TABLE 9 (Continued)

MEAN HOURLY SALARY OF SECONDARY GRADUATES WORKING FULL-TIME
IN RELATED OCCUPATIONS BY PROGRAM
1982 - 1986

INSTRUCTIONAL PROGRAM	1982 NO.	1982 MEAN HOURLY SALARY	1983 NO.	1983 MEAN HOURLY SALARY	1984 NO.	1984 MEAN HOURLY SALARY	1985 NO.	1985 MEAN HOURLY SALARY	1986 NO.	1986 MEAN HOURLY SALARY
Drafting	4	7.48	-	--	-	--	2	$4.10	2	$4.70
Electricity	-	--	-	--	-	--	-	--	-	--
Food Services	-	--	1	4.90	1	6.81	1	$3.65	-	--
Graphic Arts	2	4.15	-	--	-	--	4	$4.02	-	--
Grounds Maint.	-	--	-	--	-	--	-	--	-	--
Heavy Equipment	1	4.85	-	--	1	5.80	6	$4.00	-	--
Radio & TV	-	--	-	--	-	--	-	--	-	--
Secretarial	4	3.68	5	4.87	3	4.43	9	$3.91	3	$4.30
Small Engine Repair	-	--	2	3.75	-	--	-	--	-	--
Technical Electronics	-	--	2	3.93	3	6.05	7	$4.31	4	$6.01
Upholstery	-	--	-	--	-	--	-	--	-	--
Welding	1	5.40	-	--	-	--	4	$6.85	-	--
TOTAL	33	$4.50	43	$4.31	39	$4.50	93	$4.66	24	$5.74

TABLE 10

SECONDARY GRADUATES' PERCEPTION
OF SCHOOL EXPERIENCES
APPLIED TO PRESENT ACTIVITY
1982 THROUGH 1986

	PERCENTAGE OF POSITIVE RATINGS 1/				
	1982	1983	1984	1985	1986
1. Skills related to the job	94.1%	75.8%	87.0%	80.0%	61%
2. Use of tools and equipment	92.6%	78.3%	88.0%	84.0%	69%
3. Use of safety devices and safety measures	92.4%	83.5%	90.0%	75.0%	90%
4. Communication skills (reading and writing)	95.6%	91.3%	90.0%	89.0%	85%
5. Mathematics skills	95.6%	80.4%	88.0%	83.0%	87%
6. Planning and organizing work and time	97.0%	89.1%	91.0%	87.0%	96%
7. Getting along with others	97.1%	96.8%	92.0%	92.0%	98%
8. Thinking through problems, making judgments and decisions	95.0%	92.4%	90.0%	92.0%	92%
TOTAL	95.0%	86.0%	90.0%	85.0%	85.0%

1/ Ratings of "Helpful" and "Very Helpful" on a four-item scale.

FINDINGS

1986 APPRENTICESHIP TRAINING GRADUATES

General Characteristics of Respondents

Five Apprentices received their Journeyman Certificates in four trade areas; namely, Automotive Mechanics, Electrician (Wire Installer), Heavy Equipment Operator, and Welding. Of the Apprentice graduates, all five were male; 3 Chamorro and 2 Filipino.

The rate of response was 60 percent.

General Requirements of the Journeyman Program

To earn a Journeyman Certificate, the apprenticeship trainee is required to complete a minimum of 144 classroom-related instructional hours annually, plus 2,000 - 8,000 hours of "practical" on-the-job training.

To be eligible for admission to the Apprenticeship Training Program, a person must meet the following requirements:

1. be a high school graduate or the equivalent thereof (GED) with basic knowledge of the apprenticeship trade selected, or

2. have successfully completed any pre-apprenticeship or military training program, CETA, Job Corps and/or WIN program, and

3. be at least 17 years of age, and

4. be a U.S. Citizen or lawful permanent resident.

Present Activities of Respondents

The graduate follow-up survey indicates the placement rate of respondents at 60% (TABLE 11). Of the respondents, 100% were found to be employed in fields related to their areas of training.

Earnings of Apprenticeship Graduates

The mean hourly earnings of Apprenticeship graduates working full-time in jobs related to their training was $7.67. The highest hourly rate was $8.15 for Automotive Mechanic; the lowest average hourly rate was for that same trade area of Automotive Mechanics ($7.00).

The mean hourly wage of $7.67 is somewhat higher than the gross average hourly rate of $7.61 in the construction industry. 1/

Job Preparation

Completers of the Apprenticeship Program indicated positive perception of their training programs. One hundred percent of respondents indicated their training received at Guam Community College helped them in getting a job. The majority of respondents rated their experiences in the different aspects of their vocational training as "Very Helpful" or "Helpful" to their current occupations.

Of the respondents, 100 percent identified Planning and Organizing (work/time) as being "Very Helpful." For all other areas, ratings of "Helpful" and "Very Helpful" were received by 100 percent of the respondents with the exception of mathematics skills (TABLE 12).

Job Satisfaction

The respondents expressed satisfaction with their field of work. In addition, 100 percent of the respondents indicated that they were satisfied with their current jobs.

Comments and Recommenndations

The following comments and/or recommendations were made by respondents who graduated from the 1986 Apprenticeship Training Program, Guam Community College:

1. The program gave me all the skills needed for welding.

2. Emphasis should be placed on blueprint reading, industrial safety and math skills applicable to welding.

3. Foreman training/supervisory skills would be helpful on the job.

4. There should be more shop time in school with the guidance of books and teachers.

5. The training I got at GCC prepared me for the future. I am thankful for going through the training at GCC.

6. Students need more shop experience combined with work experience.

1/ CURRENT EMPLOYMENT REPORT, GUAM DEPARTMENT OF LABOR BUREAU OF LABOR STATISTICS (MARCH, 1986).

TABLE 11

VOCATIONAL PROGRAM PLACEMENT SUMMARY
FOR 1986
APPRENTICESHIP TRAINING GRADUATES

Program	No.of Graduates	No.of Respondents	Military Service	Employed in a Field Related to Training		
				No.	Percent	Wage
Automotive Mechanic	2	2	--	2	100%	$ 7.58
Electrician (Wire Installer)	1	0	--	--	--	--
Heavy Equipment Operator	1	0	--	--	--	--
Welder	1	1	--	1	100%	$7.85
TOTAL	5	3	--	3	60%	$7.67

TABLE 12

1986 APPRENTICESHIP TRAINING GRADUATES' PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	--	--	--	100%	100%
2. Use of tools and equipment	--	--	--	100%	100%
3. Use of safety devices and safety measures	--	--	--	100%	100%
4. Communication skills (reading and writing)	--	--	33%	67%	100%
5. Mathematics skills	--	67%	--	33%	100%
6. Planning and organizing work and time	--	--	100%	100%	100%
7. Getting along with others	--	--	--	100%	100%
8. Thinking through problems, making judgments and decisions	--	--	--	100%	100%
TOTAL	--	8%	17%	75%	100%

A FIVE YEAR PERSPECTIVE

APPRENTICESHIP TRAINING GRADUATES

1982 - 1986

The survey instrument used during the last five years has been relatively the same in order to allow comparison of a number of items. No dramatic trends are immediately apparent within the data, although some patterns begin to emerge.

Salaries earned by the respondents who were employed full-time have remained fairly constant. However, it is noted that apprenticeship completers of 1985, garnered the highest mean hourly rate. In 1982, the mean hourly rate was $7.50; in 1983, $7.75, in 1984, $7.27, in 1985, $8.02, and in 1986, $7.67 (TABLE 13).

The quality and adequacy of program offerings were highly rated by the respondents (Table 14). In 1982, 75 percent of the respondents perceived different aspects of their training as either "Helpful" or "Very Helpful." In 1983, 92 percent responded in this category. In 1984, 94 percent responded in areas of "Helpful" and "Very Helpful," a slight increase of 6 percent over the previous year; in 1985, 100 percent, and in 1986, a total of 92 percent responded in these same areas when asked to rate their present position.

TABLE 13

MEAN HOURLY SALARY OF APPRENTICESHIP TRAINING GRADUATES WORKING FULL-TIME IN RELATED OCCUPATIONS BY PROGRAM 1982 - 1986

INSTRUCTIONAL PROGRAM	1982 NO.	1982 MEAN HOURLY SALARY	1983 NO.	1983 MEAN HOURLY SALARY	1984 NO.	1984 MEAN HOURLY SALARY	1985 NO.	1985 MEAN HOURLY SALARY	1986 NO.	1986 MEAN HOURLY SALARY
Air Conditioning/Refrig.	--	-	--	-	-	--	2	$8.13		
Architectural Engineering Technology	--	-	--	-	--	-	1	$7.00	-	-
Automotive Mechanic	1	$7.95	-	--	1	$22.00	1/	- --	2	$7.58
Carpentry	1	$7.00	1	$7.15	2	$7.95	2	$7.95	-	--
Drafting	-	--	-	--	1	$7.00	-	--	-	--
Electrician (Wire Installer)	2	$7.12	3	$8.35	3	$6.42	1	$4.78	2/ -	--
Heavy Equipment Operator	1	$7.95	-	--	-	--	-	--	-	--
Masonry	-	--	-	--	1	$7.95	1	$8.50	-	--
Welder	-	--	-	--	1	$8.04	1	$8.44	1	$7.85
TOTAL	5	$7.50	4	$7.75	9	$7.27	8	$8.02	3	$7.67

1/ Not included in average hourly wage-- management position.

2/ Not included in average hourly wage -- current job is only remotely related to training.

TABLE 14

Apprenticeship Training Graduates' Perception
of School Experiences
Applied to Present Activity
1982 Through 1986

	PERCENTAGE OF POSITIVE RATINGS 1/				
	1982	1983	1984	1985	1986
1. Skills related to the job	75%	100%	100%	100%	100%
2. Use of tools and equipment	75%	65%	100%	100%	100%
3. Use of safety devices and safety measures	75%	100%	83%	100%	100%
4. Communication skills (reading and writing)	75%	100%	83%	100%	100%
5. Mathematics skills	75%	100%	83%	100%	33%
6. Planning and organizing work and time	75%	100%	100%	100%	100%
7. Getting along with others	75%	67%	100%	100%	100%
8. Thinking through problems, making judgments and decisions	75%	100%	100%	100%	100%
TOTAL	75%	92%	94%	100%	92%

1/ Ratings of "Helpful" and "Very Helpful" on a four-item scale.

FINDINGS

1986 POSTSECONDARY GRADUATES

General Characteristics of Respondents

Five (5) Associate of Arts Degrees, 39 Associate of Science Degrees, and 7 Certificates were awarded in 1986. In addition, the Criminal Justice Academy had 40 graduates from the 26th Police Cycle, and 21 graduates from the 8th Fire Cycle, for a total of 61 Police and Fire Academy graduates.

Degrees were issued in the following program areas: Five (5) in Office Administration; 7 in Administration of Criminal Justice; 8 in Law Enforcement Administration; 1 in Civil Engineering Technology; 5 in Electronic Engineering Technology; 4 in Hotel Operations; 2 in Fire Service Administration; 8 in Computer Science; and 4 in Retailing and Marketing.

Certificates were issued in the following areas: 3 in Clerical Studies; 2 in Electronic Engineering Technology and 2 in Accounting Clerk.

Of the 61 Police and Fire Cycle Graduates surveyed, 52 (85 percent) responded. Of this number 41 were Chamorro (male) and 3 were Filipino (2 male/1 female); and 7 White, non-Hispanic (male); and 1 Other Asian (male).

Of the 51 Degree and Certificate postsecondary graduates surveyed, 29 (56 percent) responded. Of this number, (7 male/8 female) were Chamorro; 7 were Filipino (all male); 1 Black (male); and 6 White non-Hispanic (all male).

General Requirements of the Postsecondary Programs

To earn an Associate Degree, students must earn a minimum total of 60 credit hours. This must include a number of courses in the student's field and related general education courses.

To earn a Technical Certificate or an Industrial Certificate, a student must complete from 27 to 40 semester hours depending on the program requirements for their particular area of study.

The police cycle is required to have at least 576 hours of entry-level training for all trainees undergoing the program. Those successfully completing the cycle earn 15 college credits.

Police Cycle graduates earn college credit based on one (1) credit hour per 40 clock hour of instruction received at the Police Academy. These credits may serve as a foundation for an Associate of Science Degree in Criminal Justice (i.e., Law Enforcement, Corrections Administration, or Administration of Criminal Justice, A.S. Degree). This credit change came about January 1, 1982.

Present Activities of Respondents

As TABLE 15 indicates, 73 percent of the respondents were working. Of the postsecondary respondents, 59 percent were employed full-time with an additional 14 percent working part-time.

None of the respondents were in the Military Service.

Of the postsecondary respondents, 41 percent were pursuing additional education with 17 percent enrolled as full-time students, and 24 percent enrolled as part-time students (TABLE 15).

Employment Sector

Postsecondary graduates were employed in different sectors of the economy. TABLE 16 contains the number and percentages of graduates by place of employment for respondents employed full-time and part-time. Government of Guam provided more jobs for the respondents than any other category; 57 percent of the employed respondents were working for Government of Guam. Private Industry employed 24 percent; the Federal Government employed 9.5 percent and 9.5 percent were self-employed.

Of the Criminal Justice Academy Police and Fire cycles, the majority (98 percent) were employed in occupations related to their training (TABLE 17). Of the 26th Basic Police Cycle group, 97 percent were still employed in various precincts of the Guam Police Department (Government of Guam). Of the 21 8th Cycle Basic Fire Service Training graduates, 100 percent were still employed with the various precincts or fire stations throughout the island, with 100 percent employed full-time with the Government of Guam.

TABLE 18 presents a distribution of respondents by employment and by instructional program.

Employment Patterns

The identification of employment was accomplished by examining employment data, earnings, and related variables associated with vocational training for graduates of vocational programs.

Job Relatedness

Data were collected to determine whether vocational graduates were being employed in the occupations for which they were trained. The graduates were asked to indicate whether they were employed in: (1) occupations directly or closely related to their field of vocational training or (2) occupations which were remotely related to their field of training, or (3) occupations that were not related at all to their field of training. They were asked also to indicate the title of their position and to briefly describe their duties and responsibilities.

Earnings of Postsecondary Graduates

The hourly salaries for Associate Degree and Certificate Graduates at the postsecondary level for those who were employed full-time in their field of training, averaged $9.10 for males and $9.50 for females, or an average of $9.17 for both groups (TABLE 17).

Of this group, the Electronic Engineering Technology reported the highest hourly wage ($12.29/hr.). Computer Science garnered the highest mean salary of ($11.15/hr.).

The Police Academy graduates consisted of two groups: 26th Police Cycle, and the 8th Fire Cycle. The 8th Fire Cycle reported the highest mean salary ($7.74). For the 26th Police Cycle, the average mean salary was reported at $7.49 (TABLE 17).

Job Preparation

A good number of Associate Degree and Certificate respondents did not respond to Part C, Question 11 of the survey questionnaire which asked: Would you say your training at Guam Community College helped you in getting a job? Less than 40 percent responded positively to this question. Because most of the postsecondary level students were employed while working toward their degrees on a full-time or part-time basis, this seems to be a normal response for this group. However, of the Police Academy respondents, 83 percent said that their training did help them in getting a job.

TABLES 19 through 21 show a breakdown of postsecondary respondents' perceptions of their experiences as applied to their present activities.

Associate Degree and Certificate graduates indicated positive perceptions of their training programs (TABLE 19). They gave "Very Helpful" and "Helpful" ratings for the majority of areas, with highest ratings in areas of: Planning and Organizing (work/time); Skills Related to the Job; and Getting Along with Others.

Graduates of the 26th Police Cycle gave positive responses when asked to rate their perceptions of their experiences applied to their present position (TABLE 20). Ninety-five (95) percent of the items were identified as "Helpful" and "Very Helpful" to their current occupations, with highest ratings in areas of: Thinking through Problems, Making Judgments and Decisions; Getting Along with Others; and Planning and Organizing Work and Time.

TABLE 15

PRESENT ACTIVITIES OF RESPONDENTS
1986 DEGREE & CERTIFICATE POSTSECONDARY GRADUATES

	FULL-TIME STUDENT		PART-TIME STUDENT		NOT IN SCHOOL		MILITARY SERVICE		TOTAL	
	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT
Working Full-Time	0	--	3	10	14	49	0	--	17	59
Working Part-Time	0	--	2	7	2	7	--	--	4	14
Not Working	5	17	2	7	1	3	--	--	8	27
Total	5	17	7	24	17	59	0	--	29	100

TABLE 16

NUMBER AND PERCENTAGE OF DEGREE & CERTIFICATE POSTSECONDARY
EMPLOYED RESPONDENTS BY PLACE OF EMPLOYMENT

PLACE OF EMPLOYMENT	STUDENTS WORKING NUMBER	PERCENT
Family Business/Self-Employed	2	9.5
Federal Government	2	9.5
Government of Guam	12	57
Military Service	0	0
Private Industry	5	24
Total	21	100

TABLE 17

VOCATIONAL PROGRAM SUMMARY
FOR 1986
POSTSECONDARY GRADUATES

PROGRAM	NUMBER OF GRADUATES	NUMBER OF RESPONDENTS	EMPLOYED IN AN OCCUPATION RELATED TO TRAINING		MEAN HOURLY WAGE	
			NUMBER	PERCENT	MALE	FEMALE
Associate of Arts, Office Administration: with emphasis in:						
Clerical Studies	1	1	1	100%	6.74(1)	--
Secretarial Studies	4	3	2	67%	--	9.50(2)
Associate of Science:						
Administration of Criminal Justice	7	3	2	--	--	--
Law Enforcement Administration	8	6	4	--	--	--
Fire Service Administration	2	1	1	100%	$ 8.99(1)	--
Electronic Engineering Technology	5	3	3	100%	$10.18(3)	--
Civil Engineering Technology (Public Works)	1	0	0	--	--	--
Hotel Operations	4	1	0	--	--	--
Retailing and Marketing	4	2	0	--	--	--
Computer Science	8	4	4	100%	$11.15(2)	--

TABLE 17 (CONTINUED)

VOCATIONAL PROGRAM SUMMARY
FOR 1986
POSTSECONDARY GRADUATES

PROGRAM	NUMBER OF GRADUATES	NUMBER OF RESPONDENTS	EMPLOYED IN AN OCCUPATION RELATED TO TRAINING		MEAN HOURLY WAGE	
			NUMBER	PERCENT	MALE	FEMALE
Certificate:						
Accounting Clerk	2	1	1	100%	$ 2.15(1)	--
Clerical Studies	3	2	0	--	--	--
Electronic Engineering Technology	2	2	1	50%	$ 4.18(1)	--
Total	51	29	19	66%	$ 9.10(8)	$9.50 (2)
						$9.17(10)

(Saipan Minimum Wage $2.15/hr.)

TABLE 17 (CONTINUED)

VOCATIONAL PROGRAM SUMMARY
FOR 1986
POSTSECONDARY GRADUATES

PROGRAM	NUMBER OF GRADUATES	NUMBER OF RESPONDENTS	EMPLOYED IN AN OCCUPATION RELATED TO TRAINING		MEAN HOURLY WAGE	
			NUMBER	PERCENT	MALE	FEMALE
POLICE ACADEMY 26th Police Cycle+	40	33*	32	97%	$7.49	$7.49
POLICE ACADEMY 8th Fire Cycle	21	20	20	100%	$7.74	$7.74
TOTAL	61	53	52	98%	$7.61	$7.61

* 1 Military ft
+ 7 Resigned from GPD (status unknown)

TABLE 18

EMPLOYMENT STATUS BY INSTRUCTIONAL PROGRAM
1986 POSTSECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	TOTAL COMPLETERS	TOTAL RESPONDENTS	MILITARY SERVICE FULL-TIME	EMPLOYED IN A FIELD: RELATED TO TRAINING	EMPLOYED IN A FIELD: NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION	PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING NOT IN THE LABOR FORCE OR UNEMPLOYED	UNEMPLOYED (SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION)	NOT IN THE LABOR FORCE AND NOT PURSUING ADDITIONAL EDUCATION	STATUS UNKNOWN
ASSOCIATE OF ARTS									
Office Admin.	5	4	0	3	--	1	--	0	1
ASSOCIATE OF SCIENCE									
Administration Criminal Justice	7	3	--	2	--	1	--	--	4
Law Enforcement Administration	8	6	--	4	1	1	--	--	2
Fire Service Administration	2	1	--	1	--	--	--	--	1
Electronics Engineering Technology	5	3	--	3	--	--	--	--	2
Civil Engineering Technology (Public Works)	1	0	--	0	--	--	--	--	1
Hotel Operations	4	1	--	0	--	1	--	--	3
Retailing and Management	4	2	--	0	--	2	--	--	2
Computer Science	8	4	--	4	--	--	--	--	4

TABLE 18 (CONTINUED)

EMPLOYMENT STATUS BY INSTRUCTIONAL PROGRAM
1986 POSTSECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	TOTAL COM-PLETERS	TOTAL RESPON-DENTS	MILITARY SERVICE FULL-TIME	EMPLOYED IN A FIELD: RELATED TO TRAINING	EMPLOYED IN A FIELD: NON-RELATED TO TRAINING NOT PURSUING ADDITIONAL EDUCATION	PURSUING ADDITIONAL EDUCATION, EMPLOYED IN A FIELD NOT RELATED TO TRAINING NOT IN THE LABOR FORCE OR UN-EMPLOYED	UNEMPLOYED (SEEKING EMPLOYMENT AND NOT PURSUING ADDITIONAL EDUCATION)	NOT IN THE LABOR FORCE AND NOT PUR-SUING ADDI-TIONAL EDUCA-TION	STATUS UNKNOWN
CERTIFICATE									
Electronic Engineering Technology	2	2	--	1	--	1	--	--	0
Clerical Studies	3	2	--	0	--	1	1	--	1
Accounting Clerk	2	1	--	1	--	--	--	--	1
Sub-total	51	29	0	19	1	8	1	0	22
CRIMINAL JUSTICE ACADEMY									
26th Police Cycle	40	33	1	32	--	--	--	--	7
8th Fire Cycle	21	20	--	20	--	--	--	--	1
Sub-Total	61	52	1	52	--	--	--	--	8
TOTAL	112	81	1	70	1	8	1	1	30

8th Fire Cycle Graduates' perceptions of school experiences applied to their present activities are shown on TABLE 21. The majority of items were highly rated as "Helpful" and "Very Helpful." Items rated highest as "Very Helpful" were in areas of: Skills related to the job (63 percent); and Communication Skills-Reading and Writing (63 percent).

Job Satisfaction

Item 12 of Part C on the survey instrument asked the graduates whether they were satisfied with their present job.

Of the degree and certificate recipients who responded to this portion of the survey, 71 percent expressed satisfaction with their present positions. It is noted that 17 percent of these same respondents were continuing education while working full-time or part-time. Ten (10) percent were part-time students employed full-time and 7 percent were part-time students working part-time (TABLE 15).

Of the Police and Fire Academy graduates who responded to this portion of the survey, the majority expressed satisfaction with their current positions.

Continuing Education

Of the postsecondary Degree and Certificate graduate respondents, 41 percent reported they were continuing education either on a full-time or part-time basis; 17 percent of these same respondents were also employed either full-time or part-time (TABLE 15).

The respondents continuing education were enrolled at the Guam Community College the University of Guam, and at off-island institutions.

Unemployment

The unemployment rate as reported by the Bureau of Labor Statistics, Guam Department of Labor, for all workers, as of September, 1986, was 5.3 percent. Of the postsecondary graduates who responded to the survey, only 3 percent were reported to be unemployed and not pursuing additional education (TABLE 15).

TABLE 19

POSTSECONDARY DEGREE AND CERTIFICATE GRADUATES' PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	--	10%	45%	45%	100%
2. Use of tools and equipment	--	10%	40%	50%	100%
3. Use of safety devices and safety measures	11%	22%	44%	23%	100%
4. Communication skills (reading and writing)	9%	18%	28%	45%	100%
5. Mathematics skills	10%	20%	50%	20%	100%
6. Planning and organizing work and time	9%	--	36%	55%	100%
7. Getting along with others	10%	--	45%	45%	100%
8. Thinking through problems, making judgments and decisions	--	9%	55%	36%	100%
TOTAL	6%	11%	43%	40%	100%

TABLE 20

26th POLICE CYCLE GRADUATES' PERCEPTION
OF SCHOOL EXPERIENCES
APPLIED TO PRESENT ACTIVITY

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	--	14%	14%	72%	100%
2. Use of tools and equipment	--	14%	43%	43%	100%
3. Use of safety devices and safety measures	--	14%	29%	57%	100%
4. Communication skills (reading and writing)	--	--	43%	57%	100%
5. Mathematics skills	--	--	60%	40%	100%
6. Planning and organizing work and time	--	--	14%	86%	100%
7. Getting along with others	--	--	14%	86%	100%
8. Thinking through problems, making judgments and decisions	--	--	14%	86%	100%
TOTAL	--	5%	28%	67%	100%

TABLE 21

8th FIRE CYCLE GRADUATES'
PERCEPTION OF SCHOOL EXPERIENCES
APPLIED TO PRESENT ACTIVITY

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	--	6%	31%	63%	100%
2. Use of tools and equipment	6%	--	38%	56%	100%
3. Use of safety devices and safety measures	--	6%	38%	56%	100%
4. Communication skills (reading and writing)	--	6%	31%	63%	100%
5. Mathematics skills	6%	--	56%	38%	100%
6. Planning and organizing work and time	--	--	56%	44%	100%
7. Getting along with others	--	--	44%	56%	100%
8. Thinking through problems, making judgments and decisions	--	--	50%	50%	100%
TOTAL	2%	2%	43%	53%	100%

POSTSECONDARY COMMENTS AND RECOMMENDATIONS

1. Technical side to computers

2. More job related and actual situation (in classroom) activities.

3. Wants to go back to GCC Postsecondary computer program.

4. More hands-ontraining needed in electronics.

5. Should have been more time for doing all the lab work.

6. School should help students to find a job--on-the-job training toward their degree or certificate so they can use what they have learned in school.

7. Working with the computer, typewriter.

8. Courses that are taught off-island for my profession that are not offer here in this college will be valuable and useful in additional to better my skills and knowdelge in my job.

9. Recommendations--establish a program in earning a higher degree, example B.S.

10. There was never a fild trip to the courts. This would be very helpful.

11. The teachers were good but the curriculum is not detailed enough.

12. Experience during class time or exposure two times a week on a weekend at a place of work.

13. I expected to learn more and would like to see more motivated teachers.

14. Courses need more up-to-date equipment. Additional applications of skills taught example-computer manintance.

15. On the whole very good, some equipment was out dated; and some things that would have helped were not available.

16. In GCC electronics it is just basics. The practical or real tasks are also important and should be taught.

17. Math logic is important. On-hands training in how to repair various types of electronics equipment is also important.

18. Electronics is such a diverse field, only on-the-job training and experience can benefit and individual. Stressing basics is just what most individuals need.

19. GCC does an excellent job teaching basics. That is how it should be. BCR repair is a new field that is expanding rapidly and might be as worthwhile as a TV repair course.

20. The courses that I took were very helpful. It gave me confidence in addition to the experience I had on the job.

21. I had my training on the job. The vocational education I got from GCC was helpful.

22. Continue in promoting cooperative education and similiar programs. This would enhance at last the various basics of dealing with sociable fields and careers.

23. I recommend enthusiasticially with the one-on-one challenges with students who declare a major. Especially the social field or communication-related activities.

24. The staff at GCC should be commended. They possessed a positive attitude toward students and other visitors.

25. More detail on the use of office equipment and word processing would be helpful.

26. The training and skills I acquired have helped me at my work. However it would be more beneficial to other secretarial students if they were offered the use of equipment tht are being used in modern offices or perhaps the ability to go on field trips to observe the use of equipment in offices. Also, I feel that all secretaries must have good communication skills. The school should offer more of this.

27. GCC is an outstanding vocational education training school.

1986 POLICE CYCLE GRADUATES

COMMENTS AND RECOMMENDATIONS

26th Cycle

1. Extended education.

2. Better, qualified instructors

3. This school is an asset to me.

4. Prior to becoming a police officer, I was enlisted in the army. Discipline is to me one of the most helpful tools to land and keep a job. I have obtained discipline there, the U.S. Army and is now a part of my everyday personality.

5. More up to date radio equipment/computer data system training.

6. Radar breath analasizes.

1986 FIRE CYCLE GRADUATES

COMMENTS AND RECOMMENDATIONS

8th Cycle

1. Outstanding job.
2. More Science.
3. More fire courses available.
4. Excellent/complete.
5. More hands on experience on fire fighting equipment if any availiable and a longer period of time on O-J-T.
6. Has changed my personnel life and attitude toward the public, in other words I am a very open type of person toward the community and its people.
7. More practical.
8. More relaxing relations with the officer in charge.
9. Possibly more emphasis on Emergency Medical Technician's portion of course.
10. I feel that I have obtained adequate training prior to the job itself but, would like to see more emphasis on the Emergency Medical Technician's course.
11. More fire courses.
12. More training in the GMS field.
13. On the job training.
14. More fire science courses.
15. Excellent program.

FINDINGS

1986 ADULT HIGH SCHOOL DIPLOMA GRADUATES

General Characteristics, Adult High School Graduates

There were 31 Adult H.S. diploma graduates surveyed in 1982, under Career and Public Services Division. The number soared to 67 in school year 1982-83, 59 in 1984, 46 in 1985 and 62 in 1986.

Of the 62 graduates, 28 were male and 34 were female. Further breakdown of the graduate data shows that 28 were Chamorro (10 male/18 female), 4 were Micronesian (3 male/1 female), 26 were Filipino (14 males/12 female), 1 White, non-Hispanic (female), and 3 other Asian (1 male/2 female).

General Requirements for the Adult High School Diploma Graduate

To earn an Adult High School Diploma at the Guam Community College, a student must apply for admission to the College as a diploma student. Students must successfully complete 12 units of credit in specified areas either at the Guam Community College or through transfer of credits accepted by GCC.

Present Activities of Respondents

As TABLE 22 indicates, of the respondents, 69 percent were employed full-time.

Thirty-one (31) percent of the respondents were in the different branches of the Military Service.

Thirty-one (31) percent of the respondents were pursuing additional education with 17 percent enrolled as full-time students, while 14 percent were enrolled part-time.

Employment Sector

Adult High School graduates sought and found employment in different sectors of the economy. TABLE 23 contains the number and percentage of graduates by place of employment for respondents employed full-time and part-time. The private sector provided more jobs for the respondents than any other categories. Only ten (10) percent of the employed respondents were employed by the Government of Guam.

Employment Patterns

The identification of employment was accomplished by examining employment data, earnings, and related variables of Adult High School graduates.

TABLE 22

PRESENT ACTIVITIES OF RESPONDENTS
1986 ADULT HIGH SCHOOL GRADUATES

	FULL-TIME STUDENT		PART-TIME STUDENT		NOT IN SCHOOL		MILITARY SERVICE		TOTAL	
	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT	NO.	PER-CENT
Working Full-Time	--	--	1	7%	5	31%	5	31%	11	69%
Working Part-Time	--	--	--	--	--	--	--	--	--	--
Not Working	3	17%	1	7%	1	7%	--	--	5	31%
Total	3	17%	2	14%	6	38%	5	31%	16	100%

TABLE 23

NUMBER AND PERCENTAGE OF ADULT HIGH SCHOOL GRADUATES
EMPLOYED RESPONDENTS BY PLACE OF EMPLOYMENT

PLACE OF EMPLOYMENT	STUDENTS WORKING NUMBER	PERCENT
Federal Government	--	--
Government of Guam	1	10%
Military Service	5	45%
Private Industry	5	45%
Total	11	100%

TABLE 24

1986 ADULT HIGH SCHOOL DIPLOMA GRADUATES' PERCEPTION OF SCHOOL EXPERIENCES APPLIED TO PRESENT ACTIVITY

ITEM	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL	TOTAL
1. Skills related to the job	29%	14%	43%	14%	100%
2. Use of tools and equipment	16%	16%	68%	--	100%
3. Use of safety devices and safety measures	40%	60%	--	--	100%
4. Communication skills (reading and writing)	--	14%	43%	43%	100%
5. Mathematics skills	--	29%	71%	--	100%
6. Planning and organizing work and time	--	16%	67%	17%	100%
7. Getting along with others	--	17%	33%	50%	100%
8. Thinking through problems, making judgments and decisions	--	17%	50%	33%	100%
TOTAL	10%	22%	48%	20%	100%

Seven (7) percent of the respondents attending college on a part-time basis were also employed. Thirty-one (31) percent of the respondents were in full-time Military Service.

Earnings of Adult High School Graduates

The hourly salary for Adult High School graduate respondents employed full-time averaged 3.91 for males and 4.84 for females, or an average of $4.22 for both groups. Compared to the minimum wage of $3.35 in 1986, the Adult High graduate, on an average, earned $.87 per hour more than the minimum wage.

Of the respondents employed, the highest salary was shown at $4.80 for males and $5.46 for females. Earnings for those graduates who joined the Military service were not included.

Job Preparation

The Adult High School student's main objective is to achieve the goal of obtaining a High School diploma. There are no specific shop or vocational requirements for the diploma.

Adult High School graduates were asked to rate all aspects of their educational experiences. The four items identified as most helpful to respondents were: 1) Communication skills (reading/writing; 2) Planning and organizing work and time; 3) Getting along with co-workers (TABLE 24).

Job Satisfaction

Item 12 of Part C on the survey instrument asked the graduates whether they were satisfied with their present job. Of the Adult High School graduates who responded to this portion of the survey, the majority expressed satisfaction with their current positions.

Continuing Education

Five (5) of the Adult High School Program respondents (31 percent) reported they were continuing education either on a full-time or part-time basis. One (1) of these same respondents was employed full-time.

Respondents who were continuing education were enrolled at Guam Community College (60 percent); University of Guam (20 percent); and Mainland Colleges (20 percent).

Unemployment

Five (5) of the respondents (31 percent) were unemployed. This rate was well above the 5.3 percent unemployment rate for all workers according to the Guam Department of Labor, Bureau of Labor Statistics, September, 1986. It is noted that 33 percent of the Adult High School graduate respondents were continuing education on a full-time or part-time basis.

ADULT HIGH SCHOOL
1986 GRADUATES

COMMENTS AND RECOMMENDATIONS

The Adult High School graduates were asked to give comments and recommendations on what additional skills, activities, or courses could be of value in their present job or schooling and whether they had any comments or recommendations in general about their school/training. The following responses were given:

1. Many Si Yuus Maase to the staff of the Guam Community College for extending this privilege of education to the Department of Corrections.

2. I would like to see courses added in foreign language (Japanese, Spanish, etc.)

3. Keep teaching such courses as typing, 10 Key by touch, fax machine and dictaphone use.

4. I was impressed with the staff and instructors. They help individuals to achieved through education. For that I'm very grateful and would like to express many thanks to Mrs. Claudia Bast.

5. Continue with teaching Japanese language and basic math.

6. We need more advanced Japanese Classes.

7. Students need to know more about writing programs; to get more experience in using the IBM and Zenith computers.

8. Just want to thank you for having new computers for the benefit of the students.

9. My typing is very helpful, and I use it daily.

10. I approve of continuing with Japanese and Distributive Education (DECA)

11. More job placement information is needed on certain trades like electronics, Auto Mechanics.

12. It was an OK school. It helps students learn more and could really help people find good jobs. I think more people should attend your school; they would benefit a lot from it.

COMMENTS AND RECOMMENDATIONS (continued)

13. Add Video Photography; Journalism.

14. Teach students how to operate a Xerox machine.

15. Teach students more about college life.

SUMMARY

As mandated by the Guam Community College Act (Public Law 14-77) and the Carl Perkins Vocational Education Act of 1984 (Public Law 98-524), an annual follow-up survey has been conducted for the seventh Guam Community College graduating class, that of 1986. In addition to compliance and legal requirements, Guam Community College has, in the last seven years, conducted an extensive self-study on the status of program completers in order to gather information on the quality and effectiveness of vocational training programs which may provide useful data to assist in planning for program improvement and curriculum development.

The rate of responses for Secondary graduates was 74 percent, 60 percent for Apprenticeship Training graduates, 73 percent for Postsecondary graduates and 26 percent for the Adult High School graduates.

The majority of the respondents were gainfully employed; resondents were generally satisfied with their current employment and were earning more than the average worker of their age group or particular occupational group. The majority of respondents felt that the training they received from Guam Community College was a contributing factor in obtaining employment. The quality and adequacy of the College's vocational program received above-average ratings.

Seventy-eight (78) percent of secondary program graduates were gainfully employed. Respondents indicated general satisfaction with their present employment. The mean hourly earnings for males was $7.14 and $4.07 for females; the average mean hourly earnings for both (male and female) was $5.59 (wages for graduates in the Military service were not included). It is important to note that 63 percent of the secondary respondents were working in the private sector; and 12 percent were employed with the Federal Government; whereas only 2 percent were employed by the Government of Guam.

One Hundred (100) percent of the Apprenticeship training program respondents were working full-time in fields related to their training. Of thoses who responded to the survey, the majority felt that their training helped them get a job. The mean hourly rate of Apprenticeship graduates working full-time was $7.67. This rate is higher than the gross average hourly rate of $7.61 in the construction industry as indicated in the "Current Employment Report" Guam Department of Labor, Bureau of Labor Statistics (March 1986).

Sixty-nine (69) percent of the respondents from the Adult High School Program were employed full-time and earned a mean hourly wage of $4.22. The majority of respondents from the Adult High School Program gave positive ratings of their school experiences as applied to their present activity. Ten (10) percent of the respondents were employed by the Government of Guam, and 45 percent held jobs in private industry.

Eighty-eight (88) percent of the Postsecondary graduates who responded to the survey were working in fields related or closely related to their vocational training areas. The mean hourly earnings for Postsecondary respondents was $9.17 for CERTIFICATE AND DEGREE graduates and $7.61 for CRIMINAL JUSTICE ACADEMY graduates. Of the Criminal Justice Academy Police and Fire respondents, 98 percent were employed in occupations related to their training under various precincts of the Guam Police and Fire Departments. Fifty-seven (57) percent of Postsecondary Certificate and Degree respondents were employed by the Government of Guam. The majority of Postsecondary graduates felt their training was beneficial, particularly in areas of "Skills related to the job," and "Thinking through problems, making judgments and decisions."

The findings seem to indicate that a vocational completer is more likely to be employed than one who graduates from a non-vocational high school. It is also important to note that graduates of Guam Community College vocational-technical programs expressed very positive attitudes about the College.

RECOMMENDATIONS

Based on the findings of the graduate survey, the following recommendations are made:

-Curriculum planners and developers should review curricula on a continuing basis, to ensure vocational programs are updated as technology in the world of work is updated; existing equipment should be checked and updated as necessitated by technological changes in industry.

-New and additional programs should be considered for inclusion.

-The Academic and Occupational Divisions should continue to enhance preparedness of vocational and technical students through coordinated efforts.

-The college should continue to promote student activities at both the secondary and postsecondary and postsecondary levels.

-A purusal of student perception of the different aspects of their vocational education programs as applied to present activity shows that the graduates considered "communication skills" and "getting along with co-workers" as important as their job skills.

-More career counseling is recommended at the middle schools and entry-levels with emphasis on different occupations and training opportunities, with continued emphasis on a non-biased approach to students wishing to enter traditional or non-traditional fields.

-It is further recommended that educators and employers in the community consider the long-term benefits of vocational education in Guam in order to match up education and training with employment.

-Recognizing that the Cooperative Education experiences is an important component of vocational training, expansion of more on-the-job training opportunities is highly recommended. This on-the-job training not only allows the student to develop specialized skills, but many times leads to a permanent position for the trainee.

-For those students who are not able to participate in the cooperative education programs, some alternatives are listed:

  -Develop a resource list of specialists from businesses who would be available to teach specific vocational skills.

  -Establish an agreement with various businesses to borrow equipment to be used in training.

  -Develop a resource list of retired business persons who would be willing to volunteer to share their skills and knowledge in the classroom as a public service.

G U A M C O M M U N I T Y C O L L E G E

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E M P L O Y E R S U R V E Y

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INTRODUCTION

The Employer Survey is the second phase of the follow-up study of 1986 graduates of the Guam Community College. Graduates' assessment of the school and their training experiences was obtained in the first phase of the study. The second phase sought the employers' viewpoint on how well graduates performed on the job. Employer appraisal of graduates encompassed the areas of technical knowledge, work attitude and work quality.

The subjects of this survey were the employers of graduates working in related occupations for which they were trained. Follow-up data on the Apprenticeship Training graduates showed that 100 percent were working in occupations related to their training. Of the 185 Secondary graduates surveyed, 58 of the respondents indicated that they were working full-time or part-time in occupations related to their training. There were 112 graduates from the postsecondary programs; of the postsecondary graduates who responded to the survey, 71 were working full-time or part-time in occupations related to their training. Graduates who entered the military service were not included in this second phase of the follow-up survey.

The universe of this study consisted of 3 employers of Apprenticeship Training graduates, 71 employers of Post-secondary graduates (which included Police Academy graduates), and 58 employers of Secondary graduates. Employers of graduates who joined the military service and employers of graduates working in unrelated fields were not included in this study. Because the primary objective of the Adult High School Diploma Program is the attainment of a high school diploma and not occupational training, this group was not included in the Employer Survey.

OBJECTIVES OF THE STUDY

This phase of the follow-up study sought to answer the following questions:

1. What were the employer's impressions of the vocational training received by graduates?

2. How did employers rate students coming from vocational education programs as compared to those who did not go through such a program?

3. What suggestions did employers give relevant to improvement of vocational education programs?

THE SURVEY

The Employer Follow-Up survey instrument (Appendix F) consists of two pages: (1) the front cover contains the name of the graduate, his/her employer and supervisor; (2) the second page is the survey instrument itself. The questionnaire contains a code used to identify the vocational education program and other information required for Federal reporting. No part of the code number contains student identifiers. The survey instrument used in this year's follow-up study was basically the same as the instrument used in previous years. The instruments were developed, pilot-tested and reviewed for validity and reliability.

All survey instruments were mailed out to the employers the last week of March, 1986. The names of the employers and their addresses were taken from the graduate follow-up returns. A second mailing was done three weeks later. Telephone follow-up was conducted to encourage prompt responses from employers.

These efforts yielded a return rate of 45 percent for Secondary program areas; 100 percent for Apprenticeship Employers; 26 percent for Degree & Certificate program employers; 13% for the 26 Police Cycle employers; 85% for the 8th Fire Cycle employers; and a total of 37 percent for all postsecondary employers combined.

TABLE 25

DISTRIBUTION OF EMPLOYERS AND RESPONDENTS BY PROGRAM
EMPLOYER SURVEY
1986 SECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	NUMBER OF EMPLOYERS	RESPONDENTS NUMBER	RESPONDENTS PERCENT
Accounting	5	3	60%
Air Conditioning/ Refrigeration	1	0	--
Automotive Mechanic	4	0	--
Body and Fender	2	0	--
Bldg. Construction	9	4	40%
Business Office Occupations	1	0	--
Clerical	5	2	40%
Computer Science	6	3	50%
Cosmetology	0	0	--
Distributive Education	9	5	51%
Drafting	3	2	67%
Food Services	1	0	--
Graphic Arts	3	2	67%
Secretarial	5	2	40%
Technical Electronics	4	3	75%
Welding	0	0	--
TOTAL	58 1/	26	45%

1/ Part-time Employee

FINDINGS

SECONDARY GRADUATES

Number of Employers and Respondents

TABLE 26, represents by vocational program the number of employers included in the survey and those who responded. Of 58 employers surveyed, 26 (45 percent) responded.

Aspects of Employment

The questionnaire survey data on employers' assessment of the graduates' preparedness for work are presented in this section of the study. The criteria used are Technical Knowledge, Work Attitude and Work Quality.

TABLE 26 presents the survey findings on how employers regarded the Secondary graduates on different aspects of their training. On a 5-point scale (shown below), ranging from "Very Good" to "Very Poor," the employers rated the graduates' on-the-job performance.

Very Good	Good	Average	Poor	Very Poor
5 Pts.	4 Pts.	3 Pts.	2 Pts.	1 Pt.

These values (points) were used in obtaining the average for each item shown in Column 2 of TABLE 26. The percentage distribution of scores for each item is also given in TABLE 26.

TABLE 26

AVERAGE POINTS AND PERCENT DISTRIBUTION OF SCORES
ON ASPECTS OF EMPLOYMENT, EMPLOYER SURVEY
EMPLOYER SURVEY OF 1986 SECONDARY GRADUATES

ITEM	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Technical Knowledge	4.1	52%	30%	16.89	.02	--	100%
Work Attitude	4.1	62%	23%	14.95	.05	--	100%
Work Quality	4.1	53%	30%	17%	--	--	100%
Overall Rating	4.1	51%	30%	19%	--	--	100%

Technical Knowledge

The employers' appraisal of the graduates' "Technical Knowledge" is an index of the quality and relevance of vocational programs to the demand of the labor market. Providing students with technical skills is a primary function of vocational education. The survey findings shown in TABLE 27 give a general indication of Secondary graduates' technical knowledge.

Eighty-two (82) percent of employers gave "Very Good" and "Good" ratings of graduates in regard to technical knowledge. Graduates from the Technical Electronics and Business Office Occupations garnered the highest average points (4.6) with Secretarial and Building Construction the second highest (4.5) and Clerical, Graphic Arts and Technical Electronics programs all received the third highest average points (4.0) from their employers.

Work Attitude

Graduates did very well when rated by their employers on their "Work Attitude." Of the employers, 85 percent gave the Secondary graduates "Very Good" or "Good" ratings in regard to their work attitude (TABLE 28). Graduates from the Building Construction program received the highest ratings (5.0), followed by Secretarial (4.5).

Work Quality

TABLE 29 shows employer ratings on the quality of work for Secondary graduates. Employers gave graduates 83 percent ratings of "Very Good" and "Good" on their quality of work. The highest rating of 4.8 was received by the Building Construction program area, followed by Distributive Education with an average point rating of 4.4.

Overall Rating

The survey included a section that asked the employer to measure the overall satisfaction with the employee/graduate. The employers thought 81 percent of the graduates had the skills related to the requirements of their jobs, giving them ratings of "Very Good" and "Good" as shown in TABLE 30.

Relative Preparation

Employers were asked to compare the performance of Secondary graduates with the performance of peers who had not received similar training. Eighty-eight (88) percent of Secondary graduates were rated as "Better Prepared." Ratings of "Both are about the same" were given by 9 percent for this questionnaire item. The average rating on a 5-point scale was 4.0 points (TABLE 31).

TABLE 27

AVERAGE POINTS AND PERCENT DISTRIBUTION OF SCORES
ON "TECHNICAL KNOWLEDGE" BY PROGRAM
EMPLOYER SURVEY - 1986 SECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	N	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Accounting	3	3.7	45%	--	55%	--	--	100%
Air Conditioning/ Refrigeration	-	--	--	--	--	--	--	--
Automotive Mechanic	-	--	--	--	--	--	--	--
Body and Fender		--	--	--	--	--	--	--
Bldg. Construction	4	4.5	56%	44%	--	--	--	100%
Business Office Occupations	-	--	--	--	--	--	--	--
Clerical	2	4.0	63%	--	37%	--	--	100%
Computer Science	3	3.7	46%	36%	--	18%	--	100%
Cosmetology	--	--	--	--	--	--	--	--
Distributive Education	5	4.6	65%	35%	--	--	--	100%
Drafting	2	3.5	--	57%	43%	--	--	100%
Food Services	--	--	--	--	--	--	--	--
Graphic Arts	2	4.0	63%	--	37%	--	--	100%
Secretarial	2	4.5	56%	44%	--	--	--	100%
Technical Electronics	3	4.0	42%	33%	25%	--	--	100%
Welding	-	--	--	--	--	--	--	--
TOTAL	26	4.1	52%	30%	16.98%	.02%	--	100%

TABLE 28

AVERAGE POINTS AND PERCENT DISTRIBUTION OF SCORES
ON "WORK ATTITUDE" BY PROGRAM
EMPLOYER SURVEY - 1986 SECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	N	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Accounting	3	3.0	--	89%	--	--	11%	100%
Air Conditioning/ Refrigeration	-	--	--	--	--	--	--	--
Automotive Mechanic	-	--	--	--	--	--	--	--
Body and Fender	-	--	--	--	--	--	--	--
Bldg. Construction	4	5.0	100%	--	--	--	--	100%
Business Office Occupations	-	--	--	--	--	--	--	--
Clerical	2	4.0	63%	--	37%	--	--	100%
Computer Science	3	4.0	83%	--	--	17%	--	100%
Cosmetology	--	--	--	--	--	--	--	--
Distributive Education	5	4.4	68%	18%	14%	--	--	100%
Drafting	2	3.5	--	57%	43%	--	--	100%
Food Services	--	--	--	--	--	--	--	--
Graphic Arts	2	4.0	63%	--	37%	--	--	100%
Secretarial	2	4.5	56%	44%	--	--	--	100%
Technical Electronics	3	4.0	42%	33%	25%	--	--	100%
Welding	-	--	--	--	--	--	--	--
TOTAL	26	4.1	62%	23%	14.95%	.05%	--	100%

TABLE 29

AVERAGE POINTS AND PERCENT DISTRIBUTION OF SCORES
ON "WORK QUALITY" BY PROGRAM
EMPLOYER SURVEY - 1986 SECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	N	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Accounting	3	4.3	38%	62%	--	--	--	100%
Air Conditioning/ Refrigeration	-	--	--	--	--	--	--	--
Automotive Mechanic	-	--	--	--	--	--	--	--
Body and Fender	-	--	--	--	--	--	--	--
Bldg. Construction	4	4.8	79%	21%	--	--	--	10
Business Office Occupations	-	--	--	--	--	--	--	--
Clerical	2	3.5	--	57%	43%	--	--	100
Computer Science	3	4.3	77%	--	23%	--	--	100%
Cosmetology	--	--	--	--	--	--	--	--
Distributive Education	5	4.4	68%	18%	14%	--	--	100%
Drafting	2	3.5	--	57%	43%	--	--	100%
Food Services	--	--	--	--	--	--	--	--
Graphic Arts	2	4.0	63%	--	37%	--	--	100%
Secretarial	2	4.0	-	100%	--	--	--	100%
Technical Electronics	3	4.0	42%	33%	25%	--	--	100%
Welding	-	--	--	--	--	--	--	--
TOTAL	26	4.1	53%	30%	17%	--	--	100%

TABLE 30

AVERAGE POINTS AND PERCENT DISTRIBUTION OF SCORES
ON "OVERALL RATING" BY PROGRAM
EMPLOYER SURVEY - 1986 SECONDARY GRADUATES

INSTRUCTIONAL PROGRAM	N	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Accounting	3	3.7	--	73%	27%	--	--	100%
Air Conditioning/ Refrigeration	-	--	--	--	--	--	--	--
Automotive Mechanic	-	--	--	--	--	--	--	--
Body and Fender	-	--	--	--	--	--	--	--
Bldg. Construction	4	4.8	79%	21%	--	--	--	10
Business Office Occupations	-	--	--	--	--	--	--	--
Clerical	2	4.0	63%	--	37%	--	--	100%
Computer Science	3	4.0	42%	33%	25%	--	--	100%
Cosmetology	--	--	--	--	--	--	--	--
Distributive Education	5	4.4	68%	18%	14%	--	--	100%
Drafting	2	3.0	--	--	100%	--	--	100%
Food Services	--	--	--	--	--	--	--	--
Graphic Arts	2	4.0	63%	--	37%	--	--	100%
Secretarial	2	4.5	56%	44%	--	--	--	100%
Technical Electronics	3	4.3	38%	62%	--	--	--	100%
Welding	-	--	--	--	--	--	--	-
TOTAL	26	4.1	51%	30%	19%	--	--	100%

TABLE 31

AVERAGE POINTS AND PERCENT DISTRIBUTION OF SCORES
ON "RELATIVE PREPARATION" BY PROGRAM
EMPLOYER SURVEY OF 1986 SECONDARY GRADUATES

PROGRAM	N	AVERAGE POINTS	INDIVIDUAL IS BETTER PREPARED (5 POINTS)	BOTH ARE ABOUT THE SAME (3 POINTS)	INDIVIDUAL IS LESS PREPARED (1 POINT)	TOTAL
Accounting	3	4.3	77%	23%	--	100%
Air Conditioning/ Refrigeration	-	--	--	--	--	--
Automotive Mechanic	--	--	--	--	--	--
Body & Fender	-	--	--	--	--	--
Bldging Construction	3	4.3	77%	23%	--	100%
Business Office Occupations	-	--	--	--	--	--
Clerical	2	3.0	83%	--	17%	100%
Computer Science	2	4.0	100%	--	--	100%
Cosmetology	--	--	--	--	--	--
Distributive Education	5	3.8	79%	16%	5%	100%
Drafting	2	3.0	83%	--	17%	100%
Food Services	--	--	--	--	--	--
Graphic Arts	2	5.0	100%	--	--	100%
Secretarial	2	5.0	100%	--	--	100%
Technical Electronics	3	5.0	100%	--	--	100%
Welding	--	--	--	--	--	--
TOTAL	24	4.0	88%	9%	3%	100%

A FIVE-YEAR TREND

SECONDARY GRADUATES

Employers appraised Secondary graduates on "Technical Knowledge," "Work Attitude," and "Work Quality." A comparison of graduates over five years from 1982 - 1986, indicates that graduates consistently received above-average ratings in all three questionnaire items. For "Technical Knowledge," graduates received average point ratings of 4.1 for 1986; 3.9 for 1985; 4.0 for 1984; and 4.2 for both 1983 and 1982. For "Work Attitude," the average point rating for 1986 was 4.1; for 1985 and 1984 4.3, for 1983 4.4, and for 1982 4.7. For "Work Quality," the average point ratings given for 1986 was 4.1, 1985 4.0, for 1984 a record-breaking 4.8, and 1983 and 1982 were 4.3 for both years (FIGURE 4).

EMPLOYER ASSESSMENT OF SECONDARY GRADUATES

TECHNICAL KNOWLEDGE, WORK ATTITUDE AND WORK QUALITY

1982 - 1986

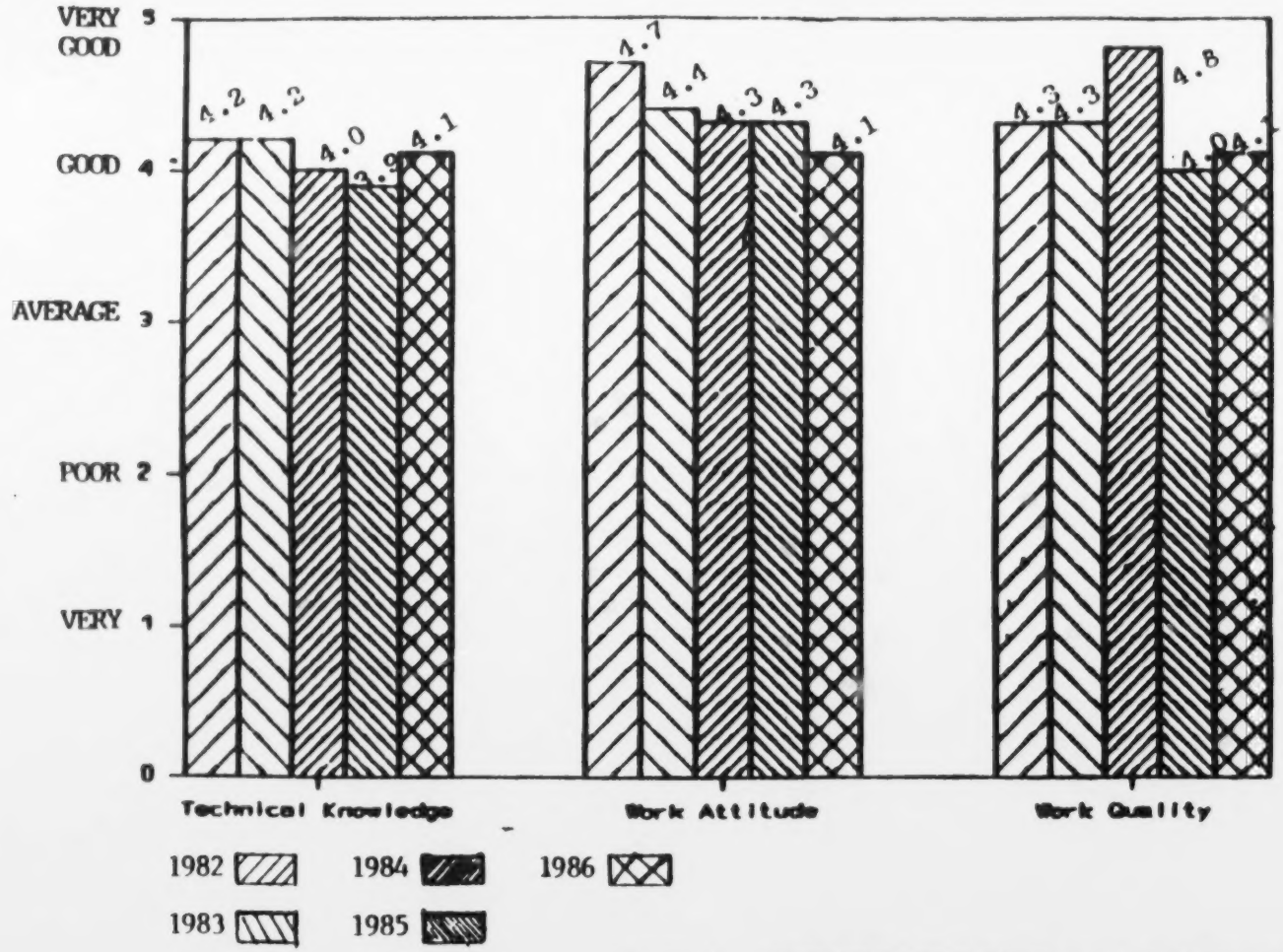

FIGURE 4. ACERAGE POINTS BASED ON A 5-POINT SCALE

Learning the Skills for Tomorrow

Vocational Education:

A CHOICE WITH A FUTURE

82115

FINDINGS

APPRENTICESHIP TRAINING GRADUATES

Number of Employers and Respondents

TABLE 32 presents the number of employers included in the survey and those who responded, by vocational program. The overall rate of response was 100 percent.

TABLE 32

DISTRIBUTION OF EMPLOYERS AND RESPONDENTS
BY PROGRAM
EMPLOYER SURVEY OF 1986 APPRENTICESHIP PROGRAM GRADUATES

PROGRAM	EMPLOYER	RESPONDENTS NUMBER	RESPONDENTS PERCENT
Automotive Mechanic	2	2	100%
Electrician (Wire Installer)	0	0	--
Heavy Equipment Operator	0	0	--
Welding	1	1	100%
TOTAL	3	3	100%

Aspects of Employment

The questionnaire asked employers to provide data on the graduates' preparedness for work. The criteria used were "Technical Knowledge," "Work Attitude," and "Work Quality."

TABLE 33 presents the survey findings on how employers regarded the Apprenticeship Training graduates on different aspects of their training. On a 5-point scale (shown below), ranging from "Very Good" to "Very Poor," the employers rated the graduates on-the-job performance.

Very Good	Good	Average	Poor	Very Poor
5 Pts.	4 Pts.	3 Pts.	2 Pts	1 Pt.

These values (points) were used in obtaining the average of each item shown in Column 2 of TABLE 33. The percentage distribution of scores for each item was also given in TABLE 33.

TABLE 33

AVERAGE POINTS AND PERCENT DISTRIBUTION OF SCORES ON ASPECTS OF EMPLOYMENT, EMPLOYER SURVEY 1986 APPRENTICESHIP TRAINING GRADUATES

ITEM	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Technical Knowledge	4.0	42%	33%	25%	--	--	100%
Work Attitude	4.3	38%	62%	--	--	--	100%
Work Quality	4.1	42%	33%	25%	--	--	100%
TOTAL	4.1	41%	43%	16%	--	--	100%

TABLE 34

AVERAGE POINTS AND PERCENT DISTRIBUTION OF SCORES
ON "TECHNICAL KNOWLEDGE" BY PROGRAM
EMPLOYER SURVEY OF 1986 APPRENTICESHIP TRAINING GRADUATES

PROGRAM	N	AVER. PTS.	VERY GOOD (5)	GOOD (4)	AVERAGE (3)	POOR (2)	VERY POOR (1)	TOTAL
Automotive Mechanic	2	3.5	--	57%	43%	--	--	100%
Electrician (Wire Installer)	0	--	--	--	--	--	--	--
Heavy Equipment Operator	0	--	--	--	--	--	--	--
Welding	1	5.0	100%	--	--	--	--	100%
TOTAL	3	4.0	42%	33%	25%	--	--	100%

Technical Knowledge

In determining the quality and relevance of vocational programs to the demands of the labor market, employers were asked to appraise the garduates' "Technical Knowledge." The survey findings shown on TABLE 34 give an index of the Apprenticeship Training graduates' technical knowledge.

In regard to technical knowledge necessary for the job, 75 percent of the employers gave Apprenticeship Training graduates "Very Good" and "Good" ratings.

Work Attitude

Employers' ratings of Apprentices concerning "Work Attitude" averaged 4.3. Work attitudes of Welding graduates were appraised as "Very Good," while the Automotive Mechanic graduates were rated as "Good" (TABLE 35).

Work Quality

Employers gave positive ratings on the quality of work of the Apprentices. Seventy-five (75) percent of the employers rated the performance of the graduates as "Good" or "Very Good." Welding was rated highest with average point ratings of 5.0 (TABLE 36).

Overall Ratings

The employers gave "Very Good" and "Good" ratings for 100 percent of the Apprenticeship program respondents working in fields related to their training. Employers responses resulted highest average points (5.0) in the area of Welding (TABLE 37).

TABLE 35

AVERAGE POINTS AND PERCENT DISTRIBUTION OF SCORES
ON "WORK ATTITUDE" BY PROGRAM
EMPLOYER SURVEY OF 1986 APPRENTICESHIP TRAINING GRADUATES

PROGRAM	N	AVER. PTS.	VERY GOOD (5)	GOOD (4)	AVERAGE (3)	POOR (2)	VERY POOR (1)	TOTAL
Automotive Mechanic	2	4.0	100%	--	--	--	--	100%
Electrician (Wire Installer)	0	--	--	--	--	--	--	--
Heavy Equipment Operator	0	--	--	--	--	--	--	--
Welding	1	5.0	100%	--	--	--	--	100%
TOTAL	3	4.3	38%	62%	--	--	--	100%

TABLE 36

AVERAGE POINTS AND PERCENT DISTRIBUTION OF SCORES
ON "WORK QUALITY" BY PROGRAM
EMPLOYER SURVEY OF 1986 APPRENTICESHIP TRAINING GRADUATES

PROGRAM	N	AVER. PTS.	VERY GOOD (5)	GOOD (4)	AVERAGE (3)	POOR (2)	VERY POOR (1)	TOTAL
Automotive Mechanic	2	3.5	--	57%	43%	--	--	100%
Electrician (Wire Installer)	0	--	--	--	--	--	--	--
Heavy Equipment Operator	0	--	--	--	--	--	--	--
Welding	1	5.0	100%	--	--	--	--	100%
TOTAL	3	4.0	42%	33%	25%	--	--	100%

TABLE 37

AVERAGE POINTS AND PERCENT DISTRIBUTION OF SCORES
ON "OVERALL RATINGS" BY PROGRAM
EMPLOYER SURVEY OF 1986 APPRENTICESHIP TRAINING GRADUATES

PROGRAM	N	AVER. PTS.	VERY GOOD (5)	GOOD (4)	AVERAGE (3)	POOR (2)	VERY POOR (1)	TOTAL
Automotive Mechanic	2	4.0	--	100%	--	--	--	100%
Electrician (Wire Installer)	0	--	--	--	--	--	--	--
Heavy Equipment Operator	0	--	--	--	--	--	--	--
Welding	1	5.0	100%	--	--	--	--	100%
TOTAL	3	4.3	38%	62%	--	--	--	100%

Relative Preparation

Employers were asked to compare the performance of Apprentice graduates with the performance of peers who had not received similar training. Seventy-seven (77) percent of Apprenticeship graduates were rated as "Better Prepared." The average rating on a 5-point scale was 4.3 (TABLE 38).

TABLE 38

AVERAGE POINTS AND PERCENT DISTRIBUTION OF SCORES

ON "RELATIVE PREPARATION" BY PROGRAM
EMPLOYER SURVEY OF 1986 APPRENTICESHIP TRAINING GRADUATES

PROGRAM	N	AVERAGE POINTS	INDIVIDUAL IS BETTER PREPARED (5 POINTS)	BOTH ARE ABOUT THE SAME (3 POINTS)	INDIVIDUAL IS LESS PREPARED (1 POINT)	TOTAL
Automotive Mechanic	2	4.0	63%	37%	--	100%
Electrician (Wire Installer)	0	--	--	--	--	--
Heavy Equipment Operator	0	--	--	--	--	--
Welding	1	5.0	100%	--	--	100%
TOTAL	8	4.3	77%	23%	--	100%

A FIVE-YEAR TREND

APPRENTICESHIP TRAINING GRADUATES

For five consecutive years, the employer appraisals of Apprentices on "Technical Knowledge," "Work Attitude," and "Work Quality" of Apprenticeship Training graduates have been above average. Ratings for all three items 1982 through 1986 are represented in FIGURE 5.

It is noted that all three were rated lower in 1981, followed by a substantial increase in 1982. "Work Attitude" had a decrease of almost 1 point in 1983 while other areas remained fairly constant. In 1984, "Technical Knowledge" ratings increased from 4.0 to 4.3, "Work Attitude" from 3.8 in 1983 to 4.3 in 1984, "Work Quality" showed an increase of one point from 4.3 in 1983 to 4.4 in 1984, and in 1985, one-point increases are seen in the areas of "Technical Knowledge," "Work Attitude," and an "Overall" increase from 4.3 to 4.5 average points. Results of the 1986 graduate group indicate that employers continue to rate graduates as "Good" or "Very Good" in areas of Technical Knowledge, Work Attitude and Wrok Quality, with highest average points received in 1986 in the area of Work Attitude (4.3).

EMPLOYER ASSESSMENT OF APPRENTICESHIP TRAINING GRADUATES TECHNICAL KNOWLEDGE, WORK ATTITTUDE AND WORK QUALITY

1982 - 1986

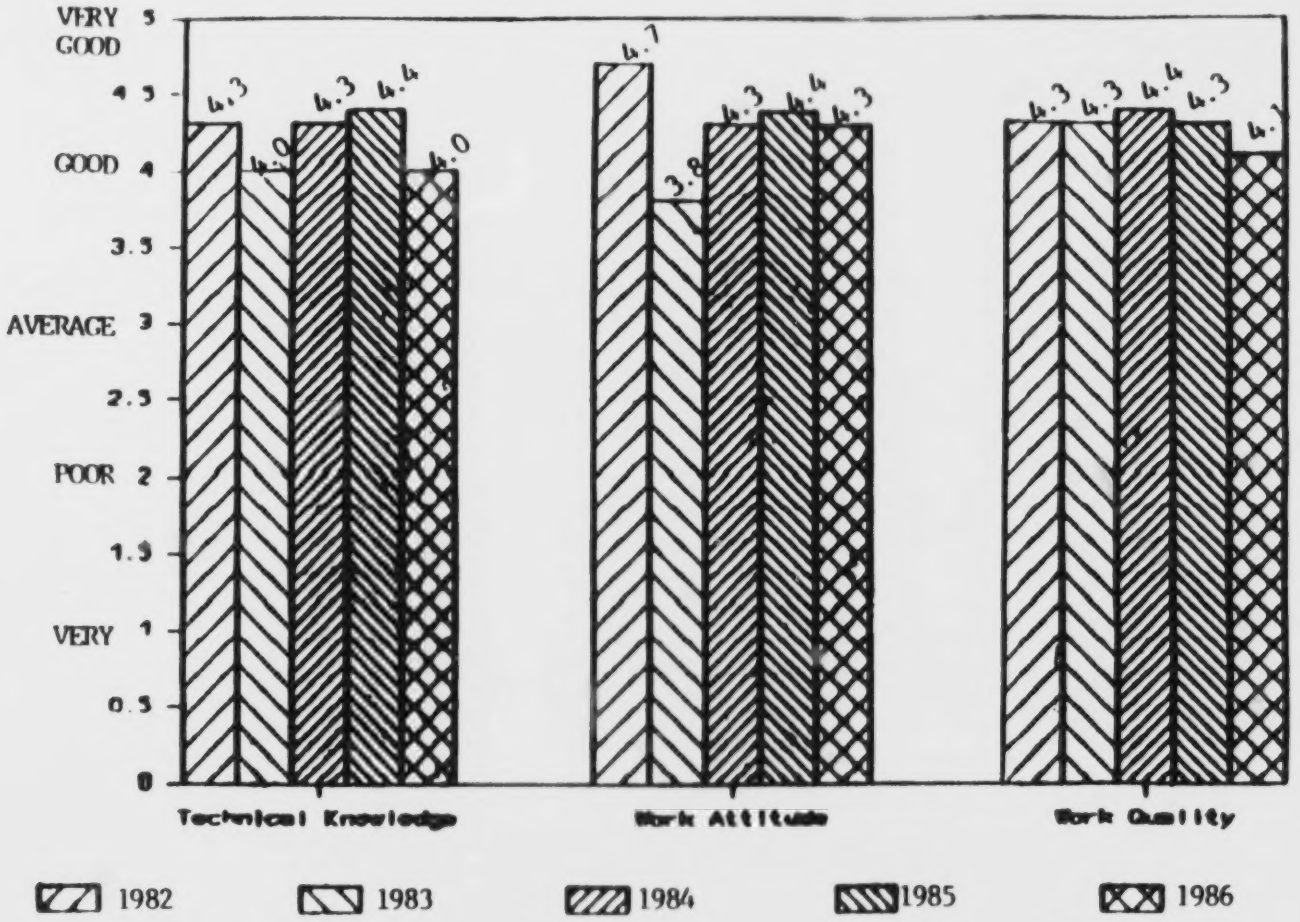

FIGURE 5. AVERAGE POINTS BASED ON A 5-POINT SCALE

FINDINGS

1986 POSTSECONDARY GRADUATES

Number of Employers and Respondents

TABLE 39 represents the number of employers included in the survey and those who responded by program; twenty-six (26) percent of the Degree and Certificate graduates responded to the survey. For the total postsecondary program, the employer response rate was 37 percent.

Aspects of Employment

Employers were asked to rate the postsecondary graduates' "Technical Knowledge," "Work Attitude," and "Work Quality."

TABLES 40, 41, 42, and 43 present the survey findings on the graduates' preparedness for work. The different aspects of their training were rated on a 5-point scale as shown below, ranging from "Very Good" to "Very Poor."

Very Good	Good	Average	Poor	Very Poor
(5 Pts.)	(4 Pts.)	(3 Pts.)	(2 Pts.)	(1 Pt.)

These values (points) were used in obtaining the average for each item shown in Column 2 of the tables. The percentage distribution of scores of each item was also given in TABLES 40 through 43.

Technical Knowledge

To collect data about the relevance and quality of the training programs, the employers were asked to assess the graduates' "Technical Knowledge" for postsecondary graduates as shown in TABLE 41. One hundred (100) percent of the employers gave "Very Good" and "Good" ratings, for postsecondary graduates who received Associate degrees or Certificates. For completers of the Criminal Justice Aacademy, employers rated their technical knowledge as shown in TABLE 41 with the majority receiving ratings of "Good" and "Very Good" (85 percent).

TABLE 39

DISTRIBUTION OF EMPLOYERS AND RESPONDENTS BY PROGRAM
EMPLOYER SURVEY OF 1986 POSTSECONDARY GRADUATES

PROGRAM	NUMBER OF EMPLOYERS	RESPONDENTS	
		NUMBER	PERCENT
Associate of Arts:			
Office Administration			
Secretarial Studies	2	1	50%
Clerical Studies	1	1	100%
Associate of Science:			
Administration of Criminal Justice	2	0	--
Law Enforcement Administration	4	0	--
Fire Service Administration	1	1	100%
Electronics Engineering Technology	3	2	67%
Computer Science	4	0	--
Certificates:			
Accounting Clerk	1	0	100%
Electronic Engineering Technology	1	0	100%
TOTAL	19	5	26%
Criminal Justice Academy:			
26th Police Cycle	32	4	13%
8th Fire Cycle	20	17	85%
TOTAL	52	21	40%
TOTAL POSTSECONDARY	71	26	37%

TABLE 40

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON ASPECTS OF EMPLOYMENT
EMPLOYER SURVEY OF 1986 POSTSECONDARY GRADUATES

Certificate & Associate Degree Graduates

ITEM	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Technical Knowledge	4.6	65%	35%	--	--	--	100%
Work Attitude	4.4	68%	18%	14%	--	--	100%
Work Quality	4.2	48%	38%	14%	--	--	100%

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON ASPECTS OF EMPLOYMENT
EMPLOYER SURVEY OF 1986 POSTSECONDARY GRADUATES'

Criminal Justice Academy Graduates

ITEM	AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Technical Knowledge	3.9	6%	79%	15%	--	--	100%
Work Attitude	4.1	25%	68%	7%	--	--	100%
Work Quality	4.0	19%	70%	11%	--	--	100%

TABLE 41
AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "TECHNICAL KNOWLEDGE" BY PROGRAM
EMPLOYER SURVEY OF 1986 POSTSECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Associate of Arts:								
Office Administration								
Secretarial Studies	1	5.0	100%	--	--	--	--	100%
Clerical Studies	1	4.0	--	100%	--	--	--	100%
Associate of Science:								
Administration of Criminal Justice	--	--	--	--	--	--	--	--
Law Enforcement Administration	--	--	--	--	--	--	--	--
Fire Service Administration	1	4.0	--	100%	--	--	--	100%
Civil Engineering Technology	--	--	--	--	--	--	--	--
Electronic Engineering Technology	2	5.0	100%	--	--	--	--	100%
Hotel Operations	--	--	--	--	--	--	--	--
Retailing and Marketing	--	--	--	--	--	--	--	--
Computer Science	--	--	--	--	--	--	--	--
Certificates:								
Clerical Studies	--	--	--	--	--	--	--	--
Electronic Engineering Technology	--	--	--	--	--	--	--	--
Accounting Clerk	--	--	--	--	--	--	--	--
TOTAL DEGREE & CERTIFICATE GRADUATES:	5	4.6%	65%	35%	--	--	--	100%

TABLE 41 (CONTINUED)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "TECHNICAL KNOWLEDGE" BY PROGRAM
EMPLOYER SURVEY OF 1986 POSTSECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Criminal Justice Academy:								
26th Police Cycle	4	3.8	--	80%	20%	--	--	100%
8th Fire Cycle	17	3.9	7%	79%	14%	--	--	100%
TOTAL:	21	3.9	6%	79%	15%	--	--	100%

TABLE 42

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "WORK ATTITUDE" BY PROGRAM
EMPLOYER SURVEY OF 1986 POSTSECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Associate of Arts:								
Office Administration								
Secretarial Studies	1	5.0	100%	--	--	--	--	100%
Clerical Studies	1	5.0	100%	--	--	--	--	100%
Associate of Science:								
Administration of Criminal Justice	--	--	--	--	--	--	--	--
Law Enforcement Administration	--	--	--	--	--	--	--	--
Fire Service Administration	1	4.0	--	100%	--	--	--	100%
Civil Engineering Technology	--	--	--	--	--	--	--	--
Electronic Engineering Technology	2	4.0	63%	--	37%	--	--	100%
Hotel Operations	--	--	--	--	--	--	--	--
Retailing and Marketing	--	--	--	--	--	--	--	--
Computer Science	--	--	--	--	--	--	--	--
Certificates:								
Clerical Studies	--	--	--	--	--	--	--	--
Electronic Engineering Technology	--	--	--	--	--	--	--	--
Accounting Clerk	--	--	--	--	--	--	--	--
TOTAL DEGREE & CERTIFICATE GRADUATES:	5	4.4	68%	18%	14%	--	--	100%

TABLE 42 (CONTINUED)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "WORK ATTITUDE" BY PROGRAM
EMPLOYER SURVEY OF 1986 POSTSECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Criminal Justice Academy:								
26th Police Cycle	4	3.8	--	80%	20%	--	--	100%
8th Fire Cycle	16	4.2	30%	66%	4%	--	--	100%
TOTAL	20	4.1	25%	68%	7%	--	--	100%

TABLE 43

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "WORK QUALITY" BY PROGRAM
EMPLOYER SURVEY OF 1986 POSTSECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Associate of Arts:								
Office Administration								
Secretarial Studies	1	5.0	100%	--	--	--	--	100%
Clerical Studies	1	4.0	--	100%	--	--	--	100%
Associate of Science:								
Administration of Criminal Justice	--	--	--	--	--	--	--	--
Law Enforcement Administration	--	--	--	--	--	--	--	--
Fire Service Administration	1	4.0	--	100%	--	--	--	100%
Civil Engineering Technology	--	--	--	--	--	--	--	--
Electronic Engineering Technology	2	4.0	63%	--	37%	--	--	100%
Hotel Operations	--	--	--	--	--	--	--	--
Retailing and Marketing	--	--	--	--	--	--	--	--
Computer Science	--	--	--	--	--	--	--	--
Certificates:								
Clerical Studies	--	--	--	--	--	--	--	--
Electronic Engineering Technology	--	--	--	--	--	--	--	--
Accounting Clerk	--	--	--	--	--	--	--	--
TOTAL DEGREE & CERTIFICATE GRADUATES:	5	4.2	48%	38%	14%	--	--	100%

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TABLE 43 (CONTINUED)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "WORK QUALITY" BY PROGRAM
EMPLOYER SURVEY OF 1986 POSTSECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Criminal Justice Academy:								
26th Police Cycle	4	3.8	--	80%	20%	--	--	100%
8th Fire Cycle	16	4.1	23%	68%	9%	--	--	100%
TOTAL	20	4.0	19%	70%	11%	--	--	100%

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Work Attitude

Postsecondary graduates did very well when rated by their employers on their "Work Attitudes." Eighty-six (86) percent of the employers gave "Very Good" and "Good" ratings in this area (TABLE 42), for graduates who earned an Associate degree or Certificate. Of this group, the highest average points (5.0) were in the area of Office Administration. The total average points earned in the area of "Work Attitude" was 4.4. Criminal Justice Academy graduates were rated by their employers with an overall average point rating of 4.1. Ninety-three (93) percent of Criminal Justice graduates' employers rated their "Work Attitude" as "Very Good" and "Good" (TABLE 42).

Work Quality

Employers gave positive ratings on the "Quality of Work" of Postsecondary Degree and Certificate graduates. Eighty-six (86) percent of the employers rated the performance of graduates as "Very Good" and "Good" (TABLE 43).

Employers rated Criminal Justice Academy graduates as "Very Good" and "Good" (89 percent), with an average rating by their employers at 4.0 on "Work Quality" (TABLE 43).

Overall Rating

Employers gave an average rating of 4.6 points for Postsecondary Degree and Certificate graduates. The areas of Fire Service Administration and Secretarial Studies had the highest point ratings of 5.0 (TABLE 44). Employers rated Postsecondary graduates with 100 percent receiving ratings of "Very Good" and "Good,".

Criminal Justice Academy graduates were rated by their employers for their overall performance with an average point rating of 4.1. Employers rated Criminal Justice Academy graduates with 86 percent receiving ratings of "Very Good" and "Good."

Relative Preparation

This section of the survey asked the employer to compare the graduates of vocational and technical programs with peers who had not received similar training. One hundred (100) percent of the employers who responded, indicated that the Degree and Certificate students who received vocational training were better prepared (TABLE 45).

Criminal Justice Academy graduates were rated by their employers for "Relative Preparation" with responses indicating 67 percent were better prepared (TABLE 45).

TABLE 44

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "OVERALL RATING" BY PROGRAM
EMPLOYER SURVEY OF 1986 POSTSECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Associate of Arts:								
Office Administration								
Secretarial Studies	1	5.0	100%	--	--	--	--	100%
Clerical Studies	1	4.3	38%	62%	--	--	--	100%
Associate of Science:								
Administration of Criminal Justice	--	--	--	--	--	--	--	--
Law Enforcement Administration	--	--	--	--	--	--	--	--
Fire Service Administration	1	4.0	--	100%	--	--	--	100%
Civil Engineering Technology	--	--	--	--	--	--	--	--
Electronic Engineering Technology	2	4.3	77%	--	23%	--	--	100%
Hotel Operations	--	--	--	--	--	--	--	--
Retailing and Marketing	--	--	--	--	--	--	--	--
Computer Science	--	--	--	--	--	--	--	--
Certificates:								
Clerical Studies	--	--	--	--	--	--	--	--
Electronic Engineering Technology	--	--	--	--	--	--	--	--
Accounting Clerk	--	--	--	--	--	--	--	--
TOTAL DEGREE & CERTIFICATE GRADUATES:	5	4.3	58%	28%	14%	--	--	100%

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TABLE 44 (CONTINUED)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "WORK ATTITUDE" BY PROGRAM
EMPLOYER SURVEY OF 1986 POSTSECONDARY GRADUATES

PROGRAM		AVERAGE POINTS	VERY GOOD (5 PTS)	GOOD (4 PTS)	AVERAGE (3 PTS)	POOR (2 PTS)	VERY POOR (1 PT)	TOTAL
Criminal Justice Academy:								
26th Police Cycle	4	3.5	--	57%	43%	--	--	100%
8th Fire Cycle	17	4.2	35%	57%	8%	--	--	100%
TOTAL	21	4.1	29%	57%	14%	--	--	100%

TABLE 45

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "RELATIVE PREPARATION" BY PROGRAM
EMPLOYER SURVEY OF 1986 POSTSECONDARY GRADUATES

PROGRAM	N	AVERAGE POINTS	INDIVIDUAL IS BETTER PREPARED (5 POINTS)	BOTH ARE ABOUT THE SAME (3 POINTS)	INDIVIDUAL IS LESS PREPAREDTOTAL (1 POINT)
Associate of Arts:					
Office Administration					
Secretarial Studies	1	5.0	100%	--	100%
Clerical Studies	1	5.0	100%	--	100%
Associate of Science:					
Administration of Criminal Justice	--	--	--	--	--
Law Enforcement Administration	--	--	--	--	--
Fire Service Administration	1	5.0	100%	--	100%
Civil Engineering Technology	--	--	--	--	--
Electronic Engineering Technology	--	--	--	--	--
Hotel Operations	--	--	--	--	--
Retailing and Marketing	--	--	--	--	--
Computer Science	--	--	--	--	--
Certificates:					
Clerical Studies	--	--	--	--	--
Electronic Engineering Technology	--	--	--	--	--
Accounting Clerk	--	--	--	--	--
TOTAL DEGREE & CERTIFICATE GRADUATES:	4	5.0	100%	--	100%

TABLE 45 (Continued)

AVERAGE POINTS AND PERCENTAGE DISTRIBUTION OF SCORES
ON "RELATIVE PREPARATION" BY PROGRAM
EMPLOYER SURVEY OF 1986 POSTSECONDARY GRADUATES

PROGRAM	N	AVERAGE POINTS	INDIVIDUAL IS BETTER PREPARED (5 POINTS)	BOTH ARE ABOUT THE SAME (3 POINTS)	INDIVIDUAL IS LESS PREPAREDTOTAL (1 POINT)
Criminal Justice Academy:					
26th Police Cycle	1	5.0	100%	--	100%
8th Fire Cycle	10	4.5	63%	37%	100%
TOTAL	11	4.1	67%	33%	100%

A FIVE YEAR TREND

1986 POSTSECONDARY GRADUATES

Over a five-year period (1982 - 1986), the employers appraised the "Technical Knowledge," "Work Attitude," and "Work Quality" of post-secondary graduates as above average. On a five-point scale, the performance of the graduates of Guam Community College was consistently rated by the majority of employers as above 4 points from 1982 - 1986 (FIGURE 6). Only in 1984, responses were a few points lower, just slightly below the 4.0 mark (FIGURE 6).

EMPLOYER ASSESSMENT OF POSTSECONDARY GRADUATES

TECHNICAL KNOWLEDGE, WORK ATTITUDE AND WORK QUALITY

1982 - 1986

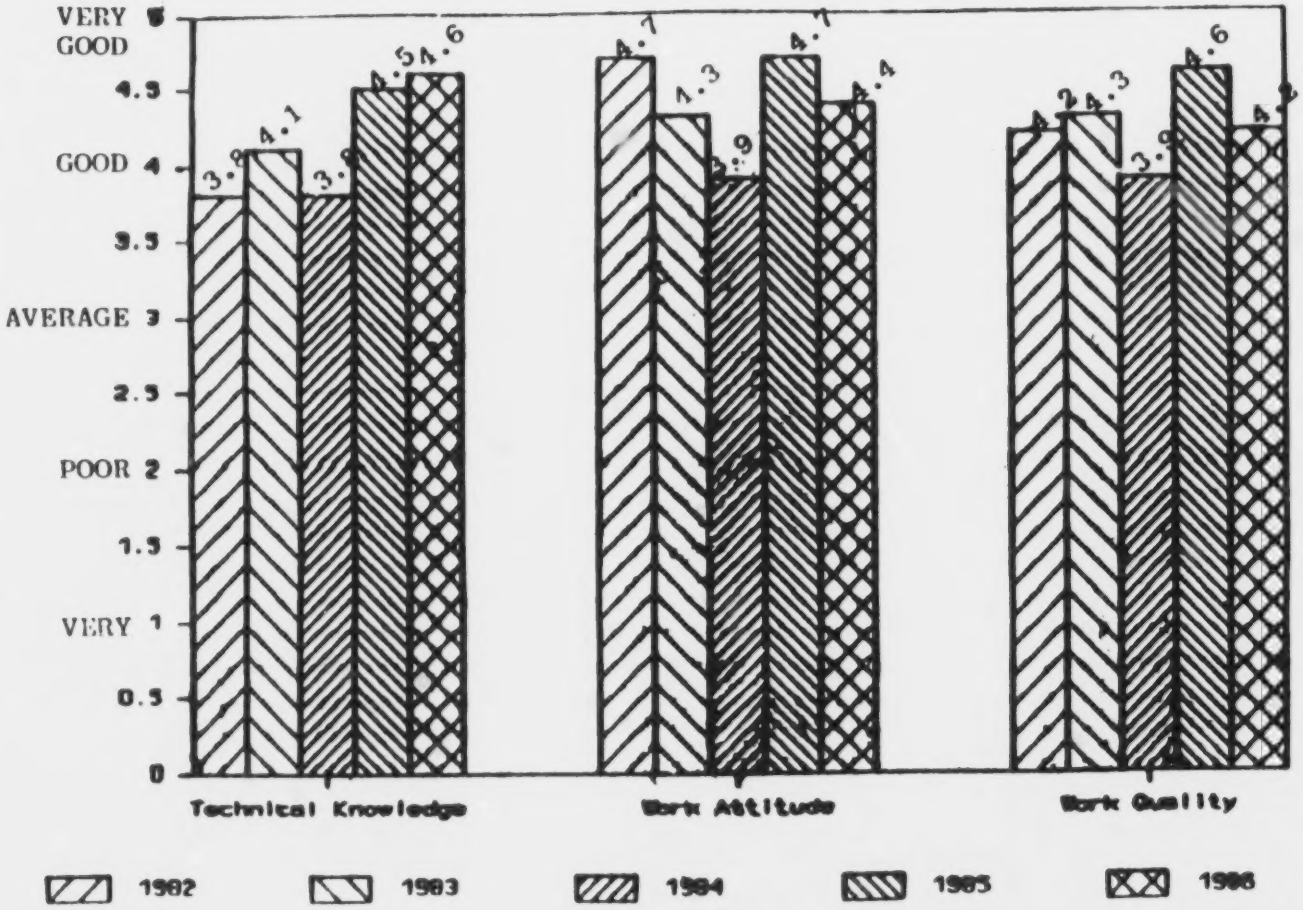

FIGURE 6. AVERAGE POINTS BASED ON A 5-POINT SCALE

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COMMENTS AND RECOMMENDATIONS
1986 EMPLOYER SURVEY

The Employer Survey asked the question: "What suggestions do you have for improving the technical and/or personal skills of vocational education students who will be hired by your firm?" This question was posed to the emmediate supervisors of the vocational completers who were still working in fields related to the training they had received at Guam Community College. The following responses/suggestions were given:

SECONDARY

ACCOUNTING

Technical Skills Knowledge of principles and practices of accounting and how to apply this knowledge to daily work; exposure and practice needed on preparation of balance sheets and income statements.

Personal Skills In business whether you like the person or not, you have to respect their management position. Respect for authority should be emphasized.

BUILDING CONSTRUCTION

Technical Skills Suggest you train students more on interpretation of drawings (bludprints), especially layouts and measurements. Workers/trainees such as the caliber we have seen from GCC "uphold the professional image of Naval Ship Repair Facilities services." Give the students a general idea and exposure to other work-related skills. We need employees who possess skills as heavy equipment operators and all-around operators such as crane, tractor-trailer, grader and other equipment. Please teach the students about OSHA regulations so they could pass this on to theri co-workers about safety regulations.

Personal Skills Good cooperation and improved relations in work; good team work and ability to perform needed trouble shooting; develop initiative with regard to work; need dependable workers who show up on time and who are helpful, cooperative and good with customers.

SECRETARIAL/CLERICAL

Technical Skills Typing, 10-key calculator, telex; technical skills needed by our firm require much more than typing and filing.

Personal Skills Must be personable and work well with co-workers; need employee who gets along with co-workers but

more importantly, must not be too shy in dealing with customers; employees should not miss a lot of work; honesty should be emphasized; employees should be more responsible/honest.

COMPUTER SCIENCE

Technical Skills Suggest students be given more opportunities to expose themselves in the actual operations of the computer and more exercises in data entry (keypunching) activity. We need persons with accounting computer background. Better preparation is needed for working with micro-computers and business-type software.

Personal Skills More exposure during training to reduce tension and apprehension of new employees and to increase self-confidence relating to the task set before them; attitude, good communication and good work habits are very important and should be included in your training programs!!

DISTRIBUTIVE EDUCATION

Technical Skills We need employees with salesmanship abilities and accertiveness.

DRAFTING

Technical Skills Continuous practice on drafting skills learned and ability to absorb office standard practice; continuing education must be emphasized to gain more knowledge of the profession; employees must be able to work and meet project deadlines; speed and accuracy is important; teach students to take care of employers' equipment, tools, vehicles, etc. This is a trait we look for and pay more for. We find that most workers are careless. We seek applicants who can read and understand the contents of the blueprint; should have the ability to demonstrate and answer questions asked by customers; so far the GCC graduates we hired are doing ok, no complaints; students need to know their work better and be more independent;

Personal Skills Need to encourage students to be diligent and must have initiative to improve personal skills; punctuality; good work habits such as having clean tools; be agressive and a self-starter; should be able to work on his/her own without depending on others; be tactful to customers and keep their personal problems out of it.

GRAPHIC ARTS

Technical Skills We need students who can be prepared for any assignment after getting the job.

Personal Skills Very important are attitude, enthusiasm to start with and willingness to learn. Students need to be more independent in their work. We need persons with self-motivation and interest in learning more on the job.

APPRENTICESHIP

Technical skills can be imporvod on-the-job if employees keep on reading parts and service manuals and other books related to their work.

Personal skills such as cooperation with co-workers, self-discipline and accepting responsibility for work assigned, are all important to our firm.

POSTSECONDARY

CRIMINAL JUSTICE

Technical Skills: Report writing; advanced job-related training; continuing interest in pursuing education; more advanced armory training; more training in fire hydraulics; require both academic and practical application of tactical fire fighting approach to high-rise and rescue procedures; building code and blueprint reading together with electrical experienc; offer more subjects under fire science; offer fire science and management; better lab training; more on-the-job training; offer more in-service training in the fire-training field; offer interior firefighting training.

Personal Skills: Good initiative; well versed in intra-personal relations skills; good contact with public; helpful/attentive to areas assigned; cooperative; stress more discipline; employees must accept directions and work as a team; develop self-control under stress situations; human relations; offer more subjects on inter-personal relations and supervision; a good working attitude; good personal skills are mandatory; better discipline needed for new fire graduates.

CLERICAL/SECRETARIAL

Good technical skills are needed in grammar and writing.

ELECTRONICS ENGINEERING TECHNOLOGY

With respect to both Technical and Personal skills there is difficulty in finding qualified video technicians. Need employees with video skills with hands-on videotape machines, and camersa. Some knowledge of the operation of this type of equipment is helpful. Editing skills are also desired. Students may require more accounting courses; more emphasis should be placed on interpersonal skills and personal appearance.

SUMMARY AND RECOMMENDATIONS

Only those graduates of Guam Community college whose full-time or part-time employment was in fields related to their training were followed up through the Employer Survey.

Information compilation of employer satisfaction is an important component in the assessment of effective vocational education. This collection of data which presents the employers' viewpoints is a vital tool for program improvement.

The results of this survey have continued to indicate that employers are generally satisfied with the performance of graduates of Guam Community College vocational-technical education programs. The majority of the employers found the graduates reasonably well prepared for work. Most employers felt that Guam Community College graduates had above average skills necessary for the jobs they performed. In addition, employers rated the majority of graduates surveyed as above average in "Work Quality" and "Work Attitude."

Performance by employees who had received vocational training when compared with peers who had not, were rated as "better prepared" by over 85 percent of Secondary graduates' employers; by 77 percent of Apprenticeship employers, by over 100 percent of the Post-Secondary Degree and Certificate graduates' employers, and by 67 percent of Criminal Justice Academy graduates' employers.

As a result of this study, the following recommendations are given:

1. Continue emphasis on related academic skills in all curricula.

2. Stress development of employability skills such as development of programs which promote initiative, motivation, dependability, neatness and inter-personal skills. Additional emphasis should be placed on continuing education in vocational and technical programs.

3. Curriculum planners and developers should review cuurricula on a continuing basis to ensure its relevance to the job market with concerted efforts to remain updated in new developments in high technology.

APPENDICES

Guam Community College

"Accredited by the Western Association of Schools and Colleges"

APPENDIX A

OFFICE OF THE PRESIDENT
Telephone: 734-4311, ext. 47/48

P. O. Box 23069 Guam Main Facility Guam, 96921

PURPOSE:
This Survey is a follow-up of the Guam Community College Graduates and former students. Information provided will be used to improve vocational education programs and student services.

INSTRUCTIONS:
1. Please read and complete each question carefully. Check or supply answers as accurately as possible.
2. Mail your complete questionnaire in the envelope provided. We would appreciate your returning the survey as soon as possible. Thank you for your cooperation.

_____
(Last Name) (First) (Middle)

_____ _____
(Mailing Address) (Phone Number)
If none, please provide phone number(s) where you can be reached or can receive messages.

PART A.
1. Are you a Graduate of Vocational High School or any other Division of Guam Community College? [ ] YES [ ] NO
2. If you are a Graduate, which Diploma/Certificate did you receive? Check one and fill in the blank with your field of training, (that is, the specific trade, occupational preparation or vocational program):
   - [ ] High School Diploma _____ (Example: Auto Mechanics)
   - [ ] Journeyman Certificate _____ (Example: Carpenter)
   - [ ] Associate Degree _____ (Example: Computer Science)
   - [ ] Occupational Certificate _____ (Example: Electronics)
   - [ ] Other Certificate _____ (Example: Law Enforcement)
   - [ ] Adult High School Diploma
3. Ethnic-Racial Heritage:
   [ ] American Indian/Alaskan Native [ ] Chamorro [ ] Micronesian
   [ ] Black, Not Hispanic [ ] Hispanic [ ] Filipino
   [ ] White, Not Hispanic [ ] Other _____ Please Specify
4. SEX [ ] MALE [ ] FEMALE Your Social Security No.:_____
   Your Date of Birth: _____

PART B.

5A. What is your current education status (check one):
   [ ] Currently attending full-time [ ] Currently attendting part-time
   [ ] Currently not in school

5B. If you are continuing your education, which school/college and what major course of study are you currently enrolled in?

_____
(Example: UOG, Marine Biology)

BEST COPY AVAILABLE

6. Employment Status (check one):

[ ] Employed (Includes all employment, even if below your qualification)
[ ] Full-time [ ] Part-time

[ ] Full-time military service, Branch _____

[ ] Unemployed (Not employed, but actively seeking employment)

[ ] Not in the Labor Force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, or other such reasons)

NOTE: If currently unemployed; please skip questions 7 to 14 and answer only question 15.

7A. Please provide the following information about your present job:

Name of company or firm (If self-employed, please write self):

_____

Employer's mailing address and telephone number(s):

_____

Name of immediate Supervisor: _____

Type of Business: _____

Your job title and brief description of duties performed:

_____

_____

8. Is this job related to your field of vocational training?

[ ] Yes, it is directly or closely related
[ ] No, it is only remotely related
[ ] Not related at all

9. Current gross salary (your hourly rate of pay): $_____ per hour

10. The salary in the preceding item is based on how many hours per week employed?

_____
(Example: 40-hrs. wk/ao.)

PART C.

11. Did your training at the Guam Community College help you get a job?

[ ] YES [ ] NO

12. If your answer is "YES" are you satisfied with your present job?

[ ] YES [ ] NO

13. Did your experience in Coop. Ed. on-the-job training help you find a job?

[ ] YES [ ] NO

14. Please rate the help your training in school/college gave you in the following areas: (check only one per each item)

	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	VERY HELPFUL
A. Skills related to the job	[ ]	[ ]	[ ]	[ ]
B. Use of tools/equipment	[ ]	[ ]	[ ]	[ ]
C. Use of safety devices and safety measures	[ ]	[ ]	[ ]	[ ]
D. Communication skills (reading/writing)	[ ]	[ ]	[ ]	[ ]
E. Mathematic skills	[ ]	[ ]	[ ]	[ ]
F. Planning and Organizing (work/time)	[ ]	[ ]	[ ]	[ ]
G. Getting along with co-workers	[ ]	[ ]	[ ]	[ ]
H. Thinking through problems (Using good judgment/making decisions)	[ ]	[ ]	[ ]	[ ]

15. What additional skills, courses or activities would have been valuable or useful in your present job or schooling?

_____

_____

_____

16. Comments/recommendations regarding your school/training:

_____

_____

_____

THIS SURVEY IS AUTHORIZED BY THE CARL PERKINS VOCATIONAL EDUCATION ACT OF 1984 (PUBLIC LAW 98-524) AND THE GUAM COMMUNITY COLLEGE ACT OF 1977 (PUBLIC LAW 14-77).

Guam Community College

"Accredited by the Western Association of Schools and Colleges"

OFFICE OF THE PRESIDENT

Telephone: 734-4311, ext. 47/48

P. O. Box 23069 Guam Main Facility Guam, 96921

APPENDIX B

Your College is conducting a Follow-Up Survey of its 1986 graduates and former students. Results of this survey will help the College to assess the effectiveness of its curriculum and to plan for new programs.

We request your cooperation in responding to the enclosed questionnaire. Information you provide will be kept strictly confidential and will be used for research purposes only. If you are currently employed, a follow-up letter will be sent to your employer.

Please mail your completed questionnaire in the enclosed self-addressed envelope. If you have any questions about the survey, please call the President's Office at 734-4311, ext. 47/48.

Thank you for your assistance toward the improvement of vocational-technical programs.

Sincerely,

PETER R. NELSON
President

PRN:mr
Enclosures

Guam Community College

"Accredited by the Western Association of Schools and Colleges"

P. O. Box 23069 Guam Main Facility Guam, 96921

APPENDIX C

Dear

Last month we sent you a Follow-Up-Survey for graduates and former students of Guam Community College. We shall appreciate it very much if you would fill out the questionnaire and mail it back to us as soon as possible. The success of this survey greatly depends upon your cooperation.

Enclosed is a self-addressed, stamped envelope and another copy of the questionnaire.

Thank you very much.

Sincerely,

Peter R. Nelson

PETER R. NELSON
Provost (Acting)

PN/mr

Enclosure

Guam Community College

APPENDIX D

"Accredited by the Western Association of Schools and Colleges"

OFFICE OF THE PRESIDENT
Telephone: 734-4311, Ext. 47

P. O. Box 23069 Guam Main Facility Guam, 96921

Date:

MEMORANDUM

TO: Commissioner of _____

FROM: President, Guam Community College

SUBJECT: Graduate Survey

Guam Community College is mandated by both local and Federal law to conduct follow-up studies of all its graduates.

We request your assistance in locating graduates who are from your district. We have mailed the survey questionnaire to all graduates, however, some have been returned unclaimed to us by the Post Office. Therefore, we are turning to the respective village commissioners for assistance.

Enclosed are questionnaires for graduates who are from your district. Your efforts to help us contact them will be greatly appreciated.

If you have any questions about the survey, please call our office at 734-4311, Ext. 47.

Peter R. Nelson
PETER R. NELSON

PRN:mr

Encl.

BEST COPY AVAILABLE

Guam Community College

P. O. Box 23069 Guam Main Facility Guam, 96921

The Guam Community College is conducting a Follow-Up-Survey of its 1986 graduates and their employers. The reasons for conducting follow-up studies are basically threefold: 1) meeting the needs of the employers; 2) a need to know what is or is not being accomplished in vocational programs, and; 3) a measure of compliance to legal requirements of knowing the extent to which funds used are producing the results intended. Both the Federal Vocational Education Act of 1976 (P.L. 94-482) and the Guam Community College Act of 1977 (P.L. 14-77) mandate that a follow-up study be conducted.

We request your cooperation with this important survey. Your comments on our former student's performance will help us improve our vocational education offerings and make our graduates more productive. All responses will be kept strictly confidential and no student's name will be identified.

Your assistance in this project is greatly appreciated. If you have any questions regarding this survey, call Dr. Bill Williams, Planning and Development, at 734-4311, Ext. 28.

Thank you very much.

Sincerely,

Peter R. Nelson

PETER R. NELSON
Provost (Acting)

PN/mr

Enclosures

Guam Community College

P. O. Box 23069 Guam Main Facility Guam, 96921

Last month we sent a Follow-Up-Survey for graduates and former students of the Guam Community College. We request your cooperation with this survey. Your comments on our former student's performance will help us improve our vocational education offerings. All responses will be kept strictly confidential and no student's name will be identified.

We shall appreciate it very much if you can fill out the enclosed questionnaire and mail it back to us as soon as possible.

Enclosed is a self-addressed, stamped envelope for your convenience.

Sincerely,

Peter R. Nelson

PETER R. NELSON
Provost (Acting)

PN/mr

Enclosures

Guam Community College

"Accredited by the Western Association of Schools and Colleges"

P. O. Box 23069 Guam Main Facility Guam, 96921

DIRECTIONS:

PLEASE COMPLETE ALL SECTIONS OF THIS FORM (FRONT & BACK). YOUR RESPONSE WILL IN NO WAY AFFECT THE EMPLOYEE. ALL RESPONSES YOU GIVE WILL BE KEPT STRICTLY CONFIDENTIAL AND WILL BE USED BY VOCATIONAL EDUCATORS TO EVALUATE THE EFFECTIVENESS OF THEIR PROGRAMS. THE QUESTIONNAIRE CONTAINS A CODE NUMBER IN THE UPPER RIGHT HAND CORNER. NO PART OF THIS CODE NUMBER CONTAINS STUDENT IDENTIFIERS.

I. PERSONNEL INFORMATION

A. NAME OF EMPLOYEE: _____

B. NAME OF COMPANY OR FIRM: _____

C. MAILING ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

TELEPHONE NUMBER(S): _____

II. EMPLOYMENT INFORMATION:

IF THE EMPLOYEE WORKS FOR YOUR COMPANY/FIRM, PLEASE HAVE THE IMMEDIATE SUPERVISOR OF THE EMPLOYEE FILL OUT THE QUESTIONNAIRE. IF THE EMPLOYEE IS NO LONGER WITH YOUR COMPANY/FIRM, PLEASE LET US KNOW BY CALLING OUR OFFICE.

SUPERVISOR FILLING OUT THIS FORM:

A. NAME: _____ DATE: _____

B. POSITION TITLE: _____

III. RETURN ADDRESS:

PLEASE RETURN THIS FORM IN THE ENCLOSED SELF-ADDRESSED, STAMPED ENVELOPE. BE SURE TO FILL OUT BOTH SIDES OF THIS FORM. WE WOULD LIKE TO RECEIVE THIS INFORMATION AS SOON AS POSSIBLE. IF YOU HAVE ANY QUESTIONS REGARDING THIS SURVEY, PLEASE CALL GUAM COMMUNITY COLLEGE, AT 734-4311, EXT. 48.

GUAM COMMUNITY COLLEGE FOLLOW-UP

_____

(CODE NUMBER OR PROGRAM AREA/YEAR)

EMPLOYER FOLLOW-UP QUESTIONNAIRE

1. VOCATIONAL TRAINING EVALUATION:

PLEASE RATE THE VOCATIONAL TRAINING RECEIVED BY THE INDIVIDUAL IN THE FOLLOWING AREAS:

	VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR
A. TECHNICAL KNOWLEDGE	[ ]	[ ]	[ ]	[ ]	[ ]
B. WORK ATTITUDE	[ ]	[ ]	[ ]	[ ]	[ ]
C. WORK QUALITY	[ ]	[ ]	[ ]	[ ]	[ ]

2. OVERALL RATING:

WHAT IS YOUR <u>OVERALL</u> RATING OF THE VOCATIONAL TRAINING RECEIVED BY THIS INDIVIUDAL AS IT RELATES TO THE REQUIREMENTS OF HIS/HER JOB?

VERY GOOD	GOOD	AVERAGE	POOR	VERY POOR
[ ]	[ ]	[ ]	[ ]	[ ]

3. RELATIVE PREPARATION:

AS A RESULT OF THIS PERSON'S VOCATIONAL TRAINING, HOW WOULD YOU RATE HIS/HER PREPARATION IN RELATION TO OTHER EMPLOYEES IN HIS/HER WORK GROUP WHO DID NOT RECEIVE THE SAME TRAINING?

[ ] NO BASIS FOR COMPARISON

[ ] INDIVIDUAL IS BETTER PREPARED

[ ] BOTH ARE ABOUT THE SAME

[ ] INDIVIDUAL IS LESS PREPARED

4. WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING THE TECHNICAL AND/OR PERSONAL SKILLS OF VOCATIONAL EDUCATION STUDENTS WHO WILL BE HIRED BY YOUR FIRM?

TECHNICAL SKILLS: _____

(EXAMPLE: DIRECTLY RELATED TO JOB PERFORMANCE)

_____

_____

PERSONAL SKILLS: _____

(EXAMPLE: COOPERATION WITH CO-WORKERS)

_____

_____

Learning the Skills for Tomorrow

Vocational Education:

A CHOICE WITH A FUTURE

History

- The College was created in 1977 by Public Law 14-77 in order to place all vocational education and training activities under one agency.
- The College offers over 40 courses of study which are job related.

Accreditation

- Guam Community College is a member of the American Association of Community and Junior Colleges, the Pacific Postsecondary Education Council and the Western Association of Schools and Colleges.

Affirmative Action

- Guam Community College affirms the right of all individuals to equal opportunity in education and employment, without regard to race, color, religion, age, national origin, or handicap. The College is committed to comply with all territorial and federal statutes, rules and regulations which prohibit discrimination in its policies and practices and which require affirmative action.

BUILDING GUAM'S FUTURE

GUAM COMMUNITY COLLEGE
P.O. Box 23069
Main Postal Facility
Guam Mariana Islands 96921
(671) 734-4311

END

U.S. Dept. of Education

Office of Educational
Research and Improvement (OERI)

ERIC

Date Filmed
March 2, 1992